

WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

# POLICY HANDBOOK

Update History:

Policy 2411	4/8/2013
Policy 5118	5/13/2013

<u>SECTION TITLE</u>	<u>SERIES NUMBER</u>
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Board of Education.....	1000
General School Administration.....	2000
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Filling Vacancies

Any vacancy shall be filled by the Board at its next regular or special meeting, not earlier than 10 days after such vacancy occurs. A majority vote of all the remaining members of the Board may fill any such vacancy for the unexpired term.

Legal Reference: 3313.11

Baldwin, Ohio School Law, 6th edition, p. 476

Drury, Ohio School Guide, 2nd edition, p. 115

Political Campaigns in District Facilities

No political party or its representative(s), interest group, district employee, or candidate for public office shall:

1. Distribute literature or other items, in support of a particular party, issue, or candidate to school employees or students during the school day; or hold meetings or rallies in support thereof during the school day;
2. Distribute such items, hold such meetings, or otherwise engage in campaigning on district property at such times and places as interfere with or disrupt the operation of the schools or its transportation system;
3. Require the participation of any student in any activity in support of any candidate for public office, or require any student to take or espouse any particular position whatsoever on any public political issue;
4. Engage in a political campaign at any school-sponsored event, on or off school property, in such a way as to present a clear and present danger to the health or safety of event participants or attendees, or as to cause a disruption or cessation of the event;
5. Campaign on school property in violation of state statute and/or rules of the Secretary of State or Board of Elections restricting campaign activities at polling places.

Candidates, parties, and interest groups may rent district facilities under the same policy which permits rental to other groups, subject to the other restrictions set forth in this policy.

The Board of Education encourages the fair and impartial treatment or discussion of public issues and positions of political candidates and parties or interest groups as a part of the district's instructional program, and the teaching of traditional American values and promoting of good citizenship. Government officials, spokespersons, and candidates may continue to be invited to act as guest speakers in classes as in the past and literature and materials may be distributed to such classes as a part of such presentations; provided, however, that equal opportunity to participate in such presentations shall be offered to all candidates. In the event that a teacher offers students extra credit for participation in a political campaign, alternative ways of obtaining an equal amount of such credit shall be provided to students who decline to join in a campaign.

This policy shall not be construed to contradict any negotiated agreement with employee groups of the district including any provisions related to distribution of Association or union literature.

### Board of Education Responsibilities

A relationship should exist between the Board and the Superintendent which will provide the best climate for efficient operations, and allow for the coordination of the legislative, policy-making functions of the Board with the administrative function of its chief executive officer, the Superintendent. The Board believes that legislation of policies is the most important function of a school Board, and that the execution of such policies should be the task of the Superintendent and staff. The Board holds the Superintendent responsible for the administration of policy, the operation of the internal machinery designed to run the school program, and for keeping the Board informed about school operations and problems.

It is the responsibility of the Board of Education to determine the needs of, adopt the policies, and provide the personnel and financing for the schools of the Willoughby-Eastlake School District. It is further the responsibility of the Board to evaluate the efficiency of the operation and the value of the results to the school system.

The Board of Education shall be responsible for:

1. Providing the financial support for the schools by approving an annual budget, levying taxes, issuing bonds and adopting regulations for the accounting of school funds;
2. Legislating and establishing general policies and considering and passing on policies recommended by the Superintendent;
3. Determining the building program for the district, selecting and employing school architects as needed and selecting and purchasing school sites;
4. Considering and adopting a graded course of study for the schools subject to the approval of the State Board of Education, and appraising the educational program on the basis of pupil achievement as reported by the Superintendent;
5. Appointing a Superintendent of Schools and Treasurer, appointing or rejecting personnel nominations by the Superintendent, adopting salary scales and schedules for its employees, and considering and acting upon negotiated collective bargaining agreement as provided by law;
6. Maintaining schools for no less than the minimum number of days of instruction as provided by law.

After appointing the Superintendent, the Board will:

1. Give the Superintendent full administrative authority for properly discharging his/her duties, holding him/her responsible for appropriate action;
2. Act in matters of employment or dismissal of school personnel only after receiving recommendations from the Superintendent;
3. Not attempt to circumvent the attendance of the Superintendent, but hold all meetings of the Board with the knowledge of and in the presence of the Superintendent when he/she desires to attend, except when his/her contract and/or salary are under consideration, or except when the Superintendent declares that he/she cannot attend, but will be represented by the Assistant Superintendent or other person designated by the Superintendent; or except in those meetings in which the Board evaluates the Treasurer;
4. Except when acting as individual parents following normal procedures to deal with a student problem, refer all significant, reasonable, and good faith complaints, problems or concerns to the Superintendent for appropriate investigation and action;
5. Present personal criticisms of any employee directly to the Superintendent.

Appointment of Library Board Trustees

In accordance with the provisions of O.R.C. 3375.15, the Board of Education shall appoint the seven (7) Trustees of the Library Board, each of whom shall serve for a term of seven years. Nominations for membership of such Board may be received from current Library Board members, members of the Board of Education, and nominations, including self-nominations, from individuals. The Board of Education may provide to the general public a notice of any vacancies in the Library Board, setting forth in such announcement a general description of the duties of trustee. The Board of Education may form a subcommittee to interview prospective candidates for appointment, or may form a Committee of the Whole for such purpose. In accordance with provisions of law, no person may serve on the Library Board of Trustees who is or has been for a year previous to this appointment a member of the Board of Education making such appointment. In accordance with provisions of ORC 3375.63, a majority of the trustees shall be persons not employed by school districts or other political subdivisions. The Office of Mayor is incompatible with appointment to the Board of Library Trustees. Vacancies on the Library Board shall be filled by appointment by the Board of Education for the unexpired term. All trustees shall be residents of the Willoughby-Eastlake School District. Each of the cities, Eastlake, Willoughby, and Willowick, shall be represented on the Board by at least two trustees. No more than three trustees shall be from the same community.

Appointment of Little Red School House Society Trustees

In accordance with agreements executed between the City of Willoughby and the Willoughby-Eastlake Board of Education in 1975, and as provided in Willoughby City Bill No. 1975-225, the Board of Education shall appoint four of the eight members of the Board of Trustees of the Little Red School House Society, incorporated as a charitable trust in the State of Ohio in 1978. Nominations for such positions may be received from current Trustees, members of the Board of Education, and from the general public, including self-nominations. The Board of Education may provide notice of the availability of such positions to the public, along with a description of the duties and term of office of trustee. The Board of Education may form a subcommittee to interview prospective candidates for appointment, or may form a Committee of the Whole for such purpose. One member of the Board of Trustees shall be a member of the Board of Education. Should the board-member trustee cease for any reason to be a member of the Board of Education during his/her term as trustee, the Board shall appoint a new member to replace him/her as trustee for the remainder of the trustee's term.

Adopted by Board: 9/25/89

Business Advisory Council

As provided in O.R.C. 3313.174, the Board shall appoint a Business Advisory Council, effective for the 1990-91 school year. The Council shall consist of no less than eight (8) nor more than fifteen (15) persons who are employers, professionals, or non-school related union leaders a majority of whose business establishments or locals are located within the district boundaries. Half of the members of the first Council shall be appointed for one year terms and half for two year terms.

Nominations for membership on the Council may be made by any resident of the district, or by any employer whose business is located in the district, to the Superintendent, who will offer such nominations to the Board of Education for consideration. Board members may also nominate members. All nominations must be accompanied by information about the person(s) sufficient for the Board to give adequate consideration to a particular candidate. The Board may form a subcommittee for the purpose of evaluating nominations. Criteria to be considered in making appointments shall include, but not be limited to, representation of various types and sizes of business establishments, including health and professional practices, prior experience of the businessperson or professional in working with the schools of the district, and age, gender, and ethnic representation. Annually, the members of the Council shall elect a chairperson, who shall be responsible for arranging, through the Superintendent, meetings of the Council, and for conducting such meetings. The Superintendent or his/her designee shall attend all such meetings, and the Superintendent may appoint such representatives from among school staff as he/she may desire. Meetings shall be held not less than twice each school year.

It shall be the duty of the Council to advise and provide recommendations to the Board, through the Superintendent, on such matters as employment skills needed in the communities, the development of instructional programs to promote these skills to students of the district, and projected changes in the economy and job market which are likely to impact upon our students and their training programs. To the extent feasible, members should be involved in the work of various curriculum committees. It shall also make suggestions for developing a working relationship among businesses, labor organizations, and educational personnel of the district.

Adopted by Board: 3/26/90

## INVESTMENT POLICY

This document, in conjunction with the Ohio Revised Code, as amended, will govern the investment activities of the Willoughby-Eastlake City School District. It will be reviewed annually to assure the flexibility necessary to manage the portfolio effectively.

The purpose of the investment account is to allow for the maximum return on the District's excess cash balances, consistent with safety of the portfolio's principal value and the liquidity desired.

The District's Treasurer or other designated person will conduct all investment activities. A current list of individuals authorized to transact securities trades for the District will be maintained with this policy.

Willoughby-Eastlake City Schools will be permitted to invest in any security specifically authorized by the Ohio Revised Code, Sections 135.14, 135.142, 135.45, as amended, or other relevant sections.

The Treasurer or designee should normally seek to diversify the District's holdings of investments by avoiding concentrations of specific issuers.

Under the guidelines of this policy, no security will be purchased that has a remaining term to final maturity of more than five (5) years.

All portfolio transactions will be performed on a competitive basis when practical. Each price will be recorded and the best price selected for execution.

A file will be maintained with this investment policy of all approved securities dealers and banks with which the District will transact investment activities.

A copy of this policy must be forwarded to each broker or dealer doing business with the District. Their signature will be required indicating they have received, read, understand, and will abide by its contents when recommending or selling investments to the District.

This policy shall take effect upon adoption.

Adopted: 3/12/07

### Board of Education Code of Ethics

This Board of Education accepts the obligation to operate the district's schools in accordance with accepted principals, standards, and practices of good school management. In consonance with such principles and standards, it shall be considered ethical practice for this Board to:

1. Formulate written policy for the administration of schools, to be reviewed regularly and revised as necessary;
2. Exercise legislative, policy-making, planning, and appraising functions, while delegating administrative functions in the operation of schools;
3. Carry out its especially critical responsibility for selecting a treasurer and district superintendent, defining their duties, evaluating their performance regularly (without directly engaging in administrative processes); and helping to formulate goals;
4. Make public relevant information to promote communication and understanding between the school system and the community and to accept and encourage a variety of opinions from and communication with all parts of the public;
5. Act on all matters only after examining all pertinent facts and after due consideration of the Superintendent's recommendations;
6. Conduct meetings with planned and published agendas;
7. Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved;
8. Establish and maintain procedural steps for resolving complaints and criticisms of school affairs;
9. Take action only through public meetings, recognizing that individual Board members lack authority to bind the Board;
10. Seek assurances of the legitimate availability of administrative and teaching personnel prior to offering them contracts;
11. Initiate inquiries for prospective employees through channels that are available to all qualified persons;
12. Evaluate personnel objectively for internal purposes and for other school districts when so requested;
13. Encourage contracts with other school boards to discuss and advance the cause of improved public education;

14. Recognize that, although the Board's primary obligation is to the local district, there is a substantial duty to be concerned for the quality of education at all levels of society, and to refrain from local action that would substantially interfere with or injure the educational programs of others.

In addition to the group ethical standards outlined above, individual members of the Board are obligated to:

1. Encourage community and staff to improve the school system in all appropriate ways, including the greatest efficiency in the use of money, promoting such increases in funding as he/she may in good conscience may believe to be needed, and improving the training and performance of staff and board;
2. Make every effort to respect divergent points of view by seeking to understand those who advance diverse opinions and avoiding placing the interests of one group or community above the interests of the entire district;
3. Accept the principle of compromise as a reasonable solution to diversity and to cooperation as productive of the common good;
4. Abide by a majority decision of the Board, while retaining the right to try to convince the Board to change a decision;
5. Avoid conflicts of interest and the use of Board membership for any personal gain and to avoid even the appearance of impropriety;
6. Devote time, thought, and study to the duties and responsibilities of school Board membership;
7. Try to interpret the needs and attitudes of all parts of the community and to translate them into the improvement of the school program;
8. Respect the limited scope and intent of executive sessions and respect privileged communications from executive sessions and other administrative sources by not disclosing confidential information;
9. Avoid personal assumption of unauthorized obligations, duties, or powers or the acquisition of special benefits for the member of his/her family or relatives;
10. Avoid publicly criticizing district employees.
11. Avoid giving the impression in any communications that he/she is acting in behalf of or as authorized by, the entire Board, unless such communication has in fact been directed by the Board to be made.

Adopted by Board: 3/27/89

Board Member Conflict of Interest

The Board and individual members will follow both the letter and spirit of the law regarding potential conflicts of interest. Specifically, a Board member will:

1. Not have any direct pecuniary interest in a contract with the district, with such exception as is provided in Ohio Revised Code 3313.33 and 3319.21;
2. Not furnish directly any labor, equipment, or supplies to the district;
3. Not be employed by the Board in any capacity for compensation, as provided in ORC 3313.33;
4. Not serve as the school dentist, physician, or nurse, as provided in ORC 3313.70;
5. Not vote on a contract with any person as a teacher or instructor only, if the Board member is related to that person as father, mother, brother, or sister, as provided in ORC 3319.21;
6. Not accept a reward, gift, or reduction in price for favoring, recommending, or advocating the introduction, adoption, or use in the schools, of a textbook, map, chart, or any other school supply, as provided in ORC 2921.02;
7. Not have an interest in the profits or benefits of a contract with is not let by competitive bidding when required by law, and which involves more than \$150.00, as provided in ORC 291.42;
8. Not, during his/her term of office or within one year thereafter, occupy any position of profit in the prosecution of a public contract authorized by him/her or the Board of which he/she was a member at the time of authorization, which contract was not let by competitive bid, or which was let by competitive bid, but in which his/her bid was not the lowest and best bid, as provided by ORC 2921.42.

Further, the prosecuting attorney or city attorney may not serve on the Board of Education, except as otherwise provided in ORC 3313.13 and 3313.35.

In the event a Board member is employed by a business that furnishes goods or services to the district, the Board member will declare the association with the business, and shall refrain from debating or voting upon the question of a contract with said business. However, it is not the intent of this policy to prevent the district from contracting with a firm because a Board member is an employee of such firm.

Adopted by Board: 4/10/89

### Parent Involvement and Public Communications

In accord with provisions of Ohio Revised Code 3313.472, the District will take all opportunities to build consistent and effective communication between the parents of the students enrolled in the District and the teachers and administrators. Parents are to be encouraged to be actively involved in their children's education. The District will make every effort to inform parents of the importance of their involvement in their children's education, and how and when they might assist their children in and support their children's classroom learning activities. Additionally, parents will be informed about techniques, strategies, and skills they may use at home to help their children succeed in school.

Individual citizens, as well as representatives of the press, parent groups, and government units are invited and urged to attend all Board meetings and/or view Board meetings via cable television.

Board members, the administration, teachers, and representatives of the public should advance the story of our educational system, its goals, objectives, and concerns to the general public by actively appearing before groups such as service clubs, city councils, PTA's and other organizations.

Written communications will be maintained with the public on a consistent basis to assure a continuous flow of information concerning the activities and problems of the school system; and to issue periodic reports to the public on the financial status and needs of the district and other developments in the school system.

Board members, administrators, teachers and private citizens all play a part in developing and maintaining a continuous flow of information.

The Board encourages active participation by its own members, administrators, teachers and non-teaching personnel in the affairs of their respective residential communities, as well as within the school community.

Communications by the Superintendent and his staff to all school system personnel should enable all concerned to maintain common objectives and to resolve problems. Provision will be made for a two-way flow in all communications.

Adopted by Board: 12/14/92

### Public Conduct at School Facilities and Events

The Board of Education is charged by Section 3313.20 of the Ohio Revised Code to make such rules and regulations as are necessary for its government and the government of all persons entering upon its school grounds or premises, and to post such rules and regulations at or near the entrance to such premises, or near the perimeter of such premises if there are no formal entrances, and at the main entrance to each school building.

All persons entering upon district properties or facilities are expected to abide by applicable state law and municipal ordinances, Board policies, and building regulations, and to conduct themselves in a manner that sets a desirable example to students. Alcoholic beverages and/or drugs of abuse, including USE OF tobacco, shall be prohibited at all times by all persons in all district facilities, including stadiums, and in all board-owned vehicles. Signs indicating prohibitions shall be constructed and displayed at the public entrances to all facilities, including outdoor arenas, playing fields, and other facilities. Any person in attendance at school events may report violations of this policy to any law enforcement officer present, and request that such officer take or security official take action to remove the offending person from the area; however, no school official shall be required to assume the role of a police officer in the enforcement of this policy. Alternatively, a person may follow the procedures for reporting violations of state law prohibiting smoking in the manner which shall be prescribed in such law.

It shall also be the policy of this district that prohibitions against smoking, alcohol, and drugs of abuse, applied by other Board policy to students while in transit to school-sponsored events on district vehicles, shall also apply to students and accompanying adult chaperones while in transit by any other public conveyance to such events.

Adopted by Board: 8/10/87

Revised: 6/17/02; 3/12/07

Commercial Advertising on Board Properties

The Superintendent or his/her designee shall have the responsibility of approving/disapproving all requests for the distribution of commercial and/or noncommercial advertising/solicitation literature on district premises, using guidelines set forth below and in pursuant Regulations as may be prepared by the Superintendent.

1. Except by special exception of the Superintendent or designee, literature from or in behalf of for-profit groups shall not be distributed on district property to staff or students. This requirement for exceptional permission shall include commercial announcements on a school menu. Municipalities and other school districts shall not be considered as commercial, for profit groups; neither shall any group accepted by the I.R.S. group may be regulated, however, by such policies as may be adopted by this Board, or through such Regulations as the Superintendent may deem necessary for the efficient operation of the schools of the District. A separate Board policy shall establish procedures for political group activities.
2. Advertisements may, at the discretion of the principal, be placed in a teachers' lounge or in such other places as the principal may decide, so that interested staff or students may have access to it.
3. Principals may announce the availability of such literature at the designated places, provided that such announcement shall not endorse the literature or the group involved; neither will any member of the administration send to staff or students communications in support of the sale of any commodity or service by any particular group or person.
4. Commercial handbills shall not be distributed to staff or students before or after school hours on school premises without express written permission of the Superintendent or designee.
5. No vendor may engage in direct sales of products to staff or students on district property without first obtaining written approval of the Superintendent or designee. Should such approval be granted, an expiration date for such approval shall appear on the approval.

In no case shall this policy restrict the right of the Superintendent, acting for or in behalf of the Board, to enter into such contracts, arrangements, or agreements under Board policy or directives, as are necessary for the execution of the Superintendent's or the Board's responsibilities. Neither shall this policy restrict the right of salespeople to make contact directly with district administrators for the purpose of soliciting sales of educational products or materials. The principal may

make reasonable arrangements for educational salespersons to meet with teachers at such times as will not interfere with their duties, should the teachers so desire.

This policy shall not be interpreted in such a way as to interfere with the rights of employee unions provided in collective bargaining agreements. Fund-raising by and for student activity groups officially recognized by the district shall not be prohibited under this policy, although such fund-raising must be approved in advance by the student activity advisor and principal.

Adopted by Board: 8/8/88

## BOARD OPERATIONAL GOALS

The Board's primary responsibility is to establish purposes, programs, and procedures that will best produce the educational achievement needed by district students. The Board must accomplish this while also being responsible for wise management of resources available to the district. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. Further, it must carry out its functions openly, while seeking the involvement and contributions of public, students, and staff in its decision-making processes.

In accordance with these principles, the Board, through its mode of operating, will seek to achieve the following goals;

1. To concentrate the Board's collective effort on its policy-making and planning responsibilities.
2. To formulate Board policies which best serve the educational interests of each student.
3. To provide the Superintendent with sufficient and adequate guidelines for implementing Board policies.
4. To maintain effective communication with the school community, the staff, and students in order to maintain awareness of attitudes, opinions, desires, and ideas.
5. To conduct Board business openly, soliciting and encouraging broad based involvement in the Board's decision-making processes by public, students, and staff.
6. Adopt annual operational goals for the district.

Adopted by Board: 10/8/84

Parent Participation in Chapter 1

Parental participation in the Chapter 1 program (High Intensity Reading), should take place on several levels. Parents are to receive letters notifying them when their children enter or leave the program, and are to be given the opportunity to provide input into the design of the overall program.

Parents are to be invited to volunteer in the reading labs and to attend special parent visitation days. Parents are expected to assist their children at home in skill development, reading enjoyment, and the improvement of self-esteem. The school is to provide help to parents to carrying out these activities.

Parent conferences are to be held at least annually, and as otherwise may be needed; program information, practical strategies for student improvement, and information on such topics as may be suggested by parents shall be provided at least three times per year. Consideration shall be given to parent recommendations for program implementation, and responses to such shall be made on a timely basis. Written progress reports for students shall be sent home every two weeks.

Adopted by Board: 4/13/92

### Board Organizational Meeting, Officers, and Treasurer

As provided in Ohio Revised Code 3313.14, the Willoughby-Eastlake Board of Education shall hold its organizational meeting annually no later than the first regular meeting in January, in the place normally designated for regular Board meetings. Members of the Board shall at such meeting elect one member president and another vice-president, both of whom shall serve for one year.

Under terms of Ohio Revised Code 3313.23, if the Treasurer is absent from any Board meeting, the members present shall choose one of their number to serve as Treasurer pro tempore, for purposes of said meeting.

The president of the Board shall preside at the Board meetings, and is responsible for dispatch of the business of the meetings, and with the Treasurer, executes any and all documents as may be required by law. The vice-president acts as presiding officer at Board meetings in the absence of the president and, in case of incapacity of the president, performs the duties of the president during such incapacity.

Adopted by Board: 3/9/87

Revised: 6/25/07

Number of Members and Terms of Office

The Board of Education is made up of five members elected at large for a four year term. Two members are elected in one year and three the second year following.

Legal Reference: 3313.02, 3313.08

Baldwin, Ohio School Law, 6th edition, p. 473, 475

Drury, Ohio School Guide, 2nd edition, p. 112, 114

In city school districts containing, according to the last federal census, a population of fifty thousand or more, but less than one hundred fifty thousand persons, the board shall consist of not less than two nor more than seven members elected at large...

Adopted by Board: 7/14/59

### TREASURER'S CONTRACT

The appointment of the Treasurer is secured through a written agreement stating the terms of the contract. The contract meets all State requirements and protects the rights of both the Board and the Treasurer.

The Treasurer is appointed for a term not to exceed five years. The initial contract can be for not less than one year or more than five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. The Board may at any regular or special meeting held during the period beginning on the first day of January of the calendar year immediately preceding the year the contract of employment of a treasurer expires and ending on the first day of March of the year it expires, re-employ the Treasurer for a succeeding term for not longer than five years.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Treasurer's salary may be increased or decreased during his/her term of office. However, any decrease must be a part of "a uniform plan" affecting salaries of all District employees.

The termination procedures that apply to teachers and other administrators, requiring a due process hearing, apply to the Treasurer.

If the Board intends to non-renew the Treasurer's contract, notice in writing of the intended non-renewal must be given to the Treasurer on or before March 1 of the year in which the contract expires.

The Board may permit an individual who does not hold a valid Treasurer's license to serve as District Treasurer as long as the individual meets the qualifications for licensure and has applied for a license but has not yet received the State Board of Education's decision.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or non-renewal of the Treasurer's contract.

Board Adopted: 6/25/07

### Duties of Treasurer

This person acts as Treasurer and secretary of the Board. As Treasurer, he/she is required by law to (1) keep an account of all school funds, (2) sign all checks, (3) receive and preserve all vouchers for payments and disbursements by the Board, (4) submit a monthly statement to the Board and Superintendent showing revenues; the appropriations of the Board, the expenditures and disbursements made from them, the purposes of such expenditures, the balance of each appropriation and the assets and liabilities of the school district, and (5) make all other reports required by law or requested by the State. As Treasurer, he/she receives all state appropriations, school district taxes, and other school district funds.

As secretary, this person keeps a record of the proceedings of each meeting, which is a public record, and reads or publishes such record at the next successive meeting subject to correction and approval, such approval to be recorded in the proceedings and the record signed by the president. This person prepares all reports and keeps all accounts required by the Ohio School Code, and performs all duties required by the business of the district and by the Ohio School Code.

Bond -- The Treasurer furnishes bond in such amount and with such surety as the Board may approve. The bond must be deposited with the president of the Board and a certified copy filed with the county auditor. The school district pays the premiums of this bond.

#### Legal Reference: 3313.22--3313.32

Baldwin, Ohio School Law, 6th edition, p. 490 - 495

Drury, Ohio School Guide, 2nd edition, p. 125 - 129

Adopted by Board: 7/13/59

Revised: 10/29/84

### Board of Education Meetings

The Board normally meets each month on the second Monday of the month, starting at 7 pm. The Board shall publish annually a list of the dates of regularly scheduled meetings. All regularly scheduled meetings of the Board will be held at Kennedy Community School.

The Board may, by majority vote at one meeting, change the date of the next regularly scheduled meeting. A special meeting may be called by the President of the Board or the Treasurer, or by request of any two members, by serving written notice of the time and place of such meeting upon each member of the Board at least two days before the date of the meeting. Special meetings of the Board normally will be held in the same place as the regular meetings. Notice of and purpose of any such special meetings shall be announced in the same manner as any other meeting of the Board is announced. An emergency meeting may also be called as provided in Ohio law.

All meetings of the Board of Education will be open to the public, (and in accord with the restrictions set forth in O.R.C. Section 121.22, the "Sunshine Law"). The Board may avail itself of the right to meet for deliberation in executive session, provided that no resolution, rule, regulation, or formal action of any kind shall be adopted or taken during such executive session. To move into executive session will require an affirmative roll call vote of a majority of the Board quorum. When the purpose of an executive session is to consider non-personnel related matters permitted under Ohio Revised Code Section 121.22 (G) (2) through (G) (6), the general nature of the subject will be included in the motion to adjourn to such session. Those subjects are: 1) purchase of property for public purposes or sale of property at competitive bidding; 2) consultation with Board attorney to discuss matters which are the subject of pending or imminent court action; 3) preparing for, conducting, or reviewing negotiations or bargaining sessions with employees; 4) matters required to be kept confidential by federal law or rules or State statutes; 5) specialized details of security arrangements.

When the purpose of an executive session is to consider personnel matters, the motion to enter into executive session will specify which of the types of personnel-related topics is to be discussed. As listed in O.R.C. 121.22 (G) (1), these topics are appointment, employment, dismissal, discipline, promotion, or compensation of an employee, or the investigation of charges or complaints against an employee or student, unless such person requests a public hearing. It is not required that the name of any individual who is the subject of such discussion in executive session be revealed by the Board.

The agenda, a list of items to be considered at a meeting of the Board, will be prepared and sent to the members in advance of the meeting by the Treasurer. Other items may also be introduced by Board members, the Superintendent, or the treasurer at the meeting itself.

The customary order of business at each regular meeting will be:

Call to Order

Pledge of Allegiance

Roll Call

Approval of Minutes

Acceptance of Financial Statements

Public Participation

Superintendent's Report & Recommendations

Treasurer's Report

Other Business

Press Review

Adjournment

Ordinary parliamentary rules shall be observed for the general transaction of business. In case of dispute or disagreement among Board members, Robert's Rules of Order, current edition, shall be taken as authority.

It is the purpose of the press review portion of the Board Agenda to allow for clarification of issues on the agenda. Questions from the media shall be directed to the President of the Board.

Roll call for voting purposes shall be in alphabetical order, except that the first name called shall be rotated. This shall be done by starting with the name following the first name called on the preceding roll call.

All official meetings of the Board are open to the public; all participation by the public shall occur during the part of the agenda set aside for that purpose. No more than thirty (30) minutes in any meeting is allotted to public participation, unless the Board by majority roll call shall agree to extend such allotment to an amount set in the motion to extend. No person shall be allotted more than five (5) minutes of the public participation time, unless the Board shall by majority vote allot more. Each person addressing the Board shall give his/her name and address prior to addressing the Board; no person may speak twice until all those who desire to speak have done so. If a speaker's intent is to represent a group of persons, such

group is to be identified. The Board reserves the right to require that there be only one speaker for each group. The Board vests in its presiding officer the authority to terminate the remarks of any individual when such remarks are deemed disruptive of the Board meeting or constitute personal attacks on school personnel, students, or others. All questions should be addressed to the presiding officer, who may refer them to another person for response or for further consideration and response at a subsequent date. Comments at special meetings must relate only to the purpose of the meeting.

Adopted by Board: 2/24/97; 1/11/10.

Presence of Board Members

To participate in Board of Education meetings, deliberations, and proceedings, a Board member is not required to be physically present at the place of the meeting. However, no Board member may vote on any issue while not physically present at a Board meeting.

An absentee Board member may submit any written document to the Board for its consideration during deliberations, provided that such document shall not be considered as a vote by the absentee member.

Adopted by Board: 1/27/86

Notification of Meetings to the Public and News Media

This Board of Education has adopted the following Rules, pursuant to 121.22(F), R.C., for the purposes of (a) establishing a reasonable method for any person to determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings, (b) making provisions for giving advance notice of special meetings to the news media that have requested notification, and (c) making provisions for persons to request and obtain reasonable advance notification of all meetings at which any specific type of public business is to be discussed. These Rules are in addition to any applicable legal requirements as to notices to members of the Board or to others in connection with specific meetings or specific subject matters.

ARTICLE 1. DEFINITIONS

As used in these Rules:

- 1.01. "Board Body" means this Board of Education and committees of this Board comprised of members of the Board.
- 1.02. "Treasurer" means the Treasurer of this Board of Education.
- 1.03. "Day" means calendar day.
- 1.04. "Meeting" means any prearranged discussion of the public business of the Board Body by a majority of the members of the Board Body.
- 1.05. "Oral notification" means notification given orally either in person or by telephone, directly to the person for whom such notification is intended, or by leaving an oral message for such person at the address, or if by telephone at the telephone number, of such person as shown on the records kept by the Treasurer under these Rules.
- 1.06. "Post" means to post in an area accessible to the public during the usual business hours at the office of the Treasurer and at the following locations:

Administration Office, 37047 Ridge Road, Willoughby

North High School Office, 34041 Stevens Boulevard, Eastlake

South High School Office, 5000 Shankland Road, Willoughby

A notice identifying the locations at which notifications will be posted pursuant to these Rules shall be published by the Treasurer within ten calendar days after the adoption of these Rules.

- 1.07. "Published" means published once in a newspaper having a general circulation in the School District, as defined in 7.12 R.C., except that no portion of such newspaper need be printed in the District. If at the time of such publication there is no such newspaper of general circulation, then such publication shall be in a newspaper then determined by the Treasurer to have the largest circulation in the School District.
- 1.08. "Special meeting" means a meeting which is neither a regular meeting nor an adjournment of a regular or special meeting to another time or day to consider items specifically stated on the original agenda of such regular or special meeting.
- 1.09. "Written notification" means notification in writing mailed, telegraphed or delivered to the address of the person for whom such notification is intended as shown on the records kept by the Treasurer under these Rules, or in any way delivered to such person. If mailed, such notification shall be mailed by first-class mail, deposited in a U. S. Postal Service mailbox no later than the second day preceding the day of the meeting to which such notification refers, provided that at least one regular mail delivery day falls between the day of mailing and the day of such meeting.

## ARTICLE 2. NOTICE OF REGULAR AND ORGANIZATIONAL MEETINGS

- 2.01. The Treasurer shall post a statement of the time(s) and place(s) of regular meetings of each Board Body for each calendar year not later than the second day preceding the day of the first regular meeting (other than the organizational meeting) of the calendar year of that Board Body. The Treasurer shall check at reasonable intervals to ensure that such statement remains so posted during such calendar year. If at any time during the calendar year the time or place of regular meetings, or of any regular meeting, is changed on a permanent or temporary basis, a statement of the time and place of such changed regular meetings shall be posted by the Treasurer at least twenty-four hours before the time of the first changed regular meeting.
- 2.02. The Treasurer shall post a statement of the time and place of any organizational meeting of a Board Body at least twenty-four hours before the time of such organizational meeting.

- 2.03. Upon the adjournment of any regular or special meeting to another day, the Treasurer shall promptly post notice of the time and place of such adjourned meeting.

AR TICLE 3. NOTICE OF SPECIAL MEETINGS

- 3.01. Except in the case of a special meeting referred to in 4.04, the Treasurer shall, no later than twelve hours before the time of a special meeting of a Board Body, post a statement of the time, place and purpose of such special meeting.
- 3.02. The statement under this Article 3 and the notifications under Article 4 shall state such specific or general purpose or purposes then known to the Treasurer to be intended to be considered at such special meeting and may state, as an additional general purpose, that any other business as may properly come before such Board Body at such meeting may be considered and acted upon.

AR TICLE 4. NOTICE TO NEWS MEDIA OF SPECIAL MEETINGS

- 4.01. Any news medium organization that desires to be given advance notification of special meetings of a Board Body shall file with the Treasurer a written request.

Except in the event of an emergency requiring immediate official action as referred to in 4.04, a special meeting shall not be held unless at least twenty-four hours advance notice of the time, place and purposes of such special meeting is given to the news media that have requested such advance notification in accordance with 4.02.

- 4.02. News media requests for such advance notification of special meetings shall specify: The Board Body that is the subject of such request; the name of the medium; the name and address of the person to whom written notifications to the medium may be mailed, telegraphed or delivered; and the names addresses and telephone numbers (including addresses and telephone numbers at which notifications may be given either during or outside of business hours) of at least two persons to either one of whom oral notifications to the medium may be given.

Any such request shall be effective for six months from the date of filing with the Treasurer or until the Treasurer receives written notice from such medium canceling or modifying such request, whichever is earlier. Each requesting news medium shall be informed of such period of effectiveness at the time it files its request. Such requests may be modified or extended only by filing a complete new request with the Treasurer. A request shall not be deemed to be made unless it is

complete in all respects, and such request may be conclusively relied on by this Board, any other Board Body that is the subject of such request, and the Treasurer.

- 4.03. The Treasurer shall give such oral notification or written notification, or both, as the Treasurer determines, to the news media that have requested such advance notification in accordance with 4.02, of the time, place and purposes of each special meeting, at least twenty-four hours prior to the time of such special meeting.
- 4.04. In the event of an emergency requiring immediate official action, a special meeting may be held without giving twenty-four hours advance notification thereof to the requesting news media. The persons calling such meeting, or any one or more of such persons or the Treasurer on their behalf, shall immediately give oral notification or written notification, or both, as the person or persons giving such notification determine, of the time, place and purposes of such special meeting to such news media that have requested such advance notification in accordance with 4.02. The minutes or the call, or both, of any such special meeting shall state the general nature of the emergency requiring immediate official action.

#### ARTICLE 5. NOTIFICATION OF DISCUSSION OF SPECIFIC TYPES OF PUBLIC BUSINESS.

- 5.01. Any person, upon written request and as provided herein, may obtain reasonable advance notification of all meetings at which any specific type of public business is scheduled to be discussed.

Such person may file a written request with the Treasurer specifying: the person's name, and address(es) and telephone number(s) at or through which the person can be reached during and outside of business hours; the specific type of public business the discussion of which the person is requesting advance notification; the Board Body that is the subject of such request; and the number of calendar months (not to exceed three) which the request covers. Such request may be cancelled by request from such person to the Treasurer.

Each such written request shall be accompanied by stamped self-addressed envelopes sufficient in number to cover the number of regular meetings during the time period covered by the request and an estimated number of eight special meetings. The Treasurer shall notify in writing the requesting person when the supply of envelopes is running out, and if the person desires notification after such supply has run out such person must deliver to the Treasurer an additional reasonable number of stamped self-addressed envelopes as a condition to receiving further notifications.

Such requests may be modified or extended only by filing a complete new request with the Treasurer. A request shall not be deemed to be made unless it is complete in all respects, and such request may be conclusively relied on by the Board, any other Board Body that is the subject of such request, and the Treasurer.

- 5.02. The Treasurer shall give advance notification under this Article 5 by written notification, or by oral notification, or both, and the Treasurer determines.

The contents of written notification under this 5.02 may be a copy of the agenda of the meeting. Written notification under this 5.02 may be accomplished by giving advance written notification, by copies of the agendas, of all meetings of the Board Body that is the subject of such request.

## ARTICLE 6. GENERAL

- 6.01. Any person may visit or telephone the office of the Treasurer during the office's regular office hours to determine, based on the information available at that office: the time and place of regular meetings, the time, place and purposes of any then known special meetings; and whether available agenda of any such future meeting states that any specific type of public business, identified by such person, is to be discussed at such meeting.
- 6.02. Any notification provided herein to be given by the Treasurer may be given by any person acting in behalf of or under the authority of the Treasurer.
- 6.03. A reasonable attempt at notification shall constitute notification in compliance with these Rules.
- 6.04. A certificate by the Treasurer as to compliance with these Rules shall be conclusive upon this Board and any other Board Body involved.

Adopted by Board: 1/26/76  
Revised: 10/29/84

Construction of Agenda

A list of items to be considered at a meeting of the Board will be prepared and sent to the members in advance of the meeting by the Treasurer. This is not to mean that other items cannot be introduced at the meeting.

Adopted by Board: 7/13/59

Revised: 10/29/84

### Board Policy Development

The Board considers policy development and adoption to be its chief function; the execution of such policy is the function of the Superintendent and the school staff. It is the responsibility of the Board of Education to adopt policies to ensure the orderly and efficient operation of the schools. It is the intent of the Board to put all policies into writing so they may be communicated to all who may be impacted by them. The adoption of written policies and periodic review thereof shall constitute the basic method by which the Board shall exercise its leadership and ensure lay control of the school system.

The final adoption of policies shall be recorded in the minutes of the Board, and only those policies so adopted and recorded shall be regarded as official Board policy.

Adopted policies shall consist of general principles and statements of intent; they set forth the purposes and describe in general terms the organization, operation, and programs of the schools. Resolutions are the instrument by which policy is adopted, and each sets forth major reasons for adoption of a policy. Administrative regulations are to be promulgated in writing by the office of the Superintendent, consistent with policy intent, and communicated to the Board for its information, and to other concerned parties. In such instances as the Board deems appropriate, however, an adopted policy shall state the regulations must be approved by the Board prior to implementation.

Adopted by Board: 1/9/84

### Policy and Regulations Handbook and Dissemination

Every Board-adopted policy shall be maintained in printed form at the Board of Education Office, and shall otherwise be made available through the district's web site. Notice of newly-adopted or recently revised policies also shall be provided, for a period of at least 30 days, on the web site. Administrative regulations may be made available in the same manner, or may be maintained in paper form in the Board of Education Office.

Each adopted policy shall be coded in accord with the following system:

SECTION TITLE	SERIES NUMBER
Board of Education	1000
General School Administration	2000
Business and Fiscal Management	3000
Personnel	4000
Students	5000
Instruction	6000
Support Services	7000
Community Relations	8000

The Superintendent is charged with keeping the Board Policy Manual current. Postings of new or amended policies into the Board Policy Manual shall be made no later than five days subsequent to Board adoption of a policy.

Administrative Regulations shall be coded in a manner similar to that described above for Board Policies

Adopted by Board: 9/10/07

Action in Absence of Policy

The Superintendent shall have the power to take such action as may be necessary to ensure the safe, efficient, effective operation of the school in the absence of Board-adopted policy. It shall be the duty of the Superintendent to apprise the Board of such action and present, at the earliest possible Board meeting, such policy proposals as may be appropriate to rectify the absence of policy.

Adopted by Board: 3/12/84

Suspension of Policies

Upon the recommendation of the Superintendent, the operation of any Board-adopted policy, or portion thereof, not established by law or legal contract may be temporarily suspended for such period of time as the Board may decide. All decisions made by the Board to suspend shall be made by a majority plus one vote of Board members present at a regular or special Board meeting.

Adopted by Board: 3/12/84

Policy Review and Evaluation

The process of appraising individual adopted policies and the entire Board Policy Manual shall be continuous; initiatives to evaluate a policy may come from a Board member or the Superintendent. The Superintendent shall report at least annually those specific policies which need revision.

Adopted by Board: 3/12/84

Chief Administrative Officer

The Superintendent of Schools will act as chief executive officer of the Board and attend all Board meetings. He will administer the schools in conformity with the adopted policies of the Board, the rules and regulations of the State Board of Education and the provisions of the law.\*

He will be the executive officer of the Board and the professional leader of the teaching staff. He will present to the Board such information as is needed in the formation of school policies and such information as is necessary for appraisal.

**\*O.R.C. 3319.01      "The Superintendent of the school district shall be the executive officer for the board. Except as otherwise provided in this section for local school districts, he shall direct and assign teachers and other employees of the schools under his supervision, except as provided in Section 3319.04, Ohio Revised Code, assign pupils of the schools under his supervision to the proper schools and grades, provided that the assignment of a pupil to a school outside of his district of residence is approved by the board of the district of residence of such pupil, and perform other such duties as the board determines. The county Superintendent shall exercise the responsibilities of this section with regard to the assignment of pupils and teachers for local school districts under the supervision of the county board."**

Adopted by Board: 7/13/59

Amended: 11/17/80

### Appointment

The Board of Education at a regular meeting held not later than the first day of May of the calendar year in which the term of the Superintendent expires, shall appoint a person possessed of the necessary qualifications to act as Superintendent of the public schools of the district. If the Superintendent is employed on a continuing contract, the Board may, by resolution, designate that he is to continue for a term not to exceed five years, and he may not be transferred to any other position during such term. If a vacancy occurs in the Office of Superintendent during the term of his employment, the Board promptly shall appoint a Superintendent for a term not to exceed five years for the next preceding first day of August.

No person shall be appointed to the Office of Superintendent who is not possessed of a certificate of the Superintendent type, as defined in Section 3319.22 of the Revised Code, unless such person had been employed as a county, city or exempted village Superintendent prior to August 1, 1939. At the time of making such appointment or designation of term, such Board shall fix the compensation of the Superintendent, which may be increased or decreased during such term, provided such decrease is a part of a uniform plan affecting salaries of all employees of the district, and shall execute a written contract of employment with such Superintendent.

Legal Reference: 3319.01

Baldwin, Ohio School Law, 6th edition, p. 575

Drury, Ohio School Guide, 3rd edition, p. 216

Functions

The Superintendent functions as the administrative head and the educational leader of the school system and will be responsible to the Board of Education for its efficient management. He will have the overall supervision of all employees of the school district and will recommend the employment and dismissal of all professional and classified personnel to the Board for its consideration. He will have the major responsibility for the planning of the school plan and school construction, for the recommendations to the Board for policy formulations and revision and for planning and coordinating the public relations program. He will also have the general supervision of the determination of the budget and financial needs, the instructional and special services program, and the preparation and submission of required records and reports.

Adopted by Board: 7/13/59

Amended: 11/17/80

Superintendent and Staff Communications

The Superintendent will maintain an on-going two-way communications process with representatives of the professional staff to function for the betterment of the Willoughby-Eastlake City Schools. The objectives and goals of this operation will be to discuss and share ideas for improvement of the educational system and will facilitate improved internal communications concerning district policies and procedures.

Adopted by Board: 11/11/63

Amended: 12/11/72

### Public Records and Information Release

Board of Education business is conducted in meetings open to the public, except as is provided for particular circumstances, and as set forth in Ohio law. Building principals have the authority and responsibility to keep their respective publics informed of programs and activities through multiple systems of communications with students, parents, public, and the media.

Public records, as defined in Ohio Revised Code, are open to inspection in the Treasurer's Office during hours when the Board Office is open, or in any Office placed in charge of maintaining such records. Release of student information shall be controlled by state and federal law, and as reflected in other Board policy pertaining thereto; further, specific types of confidential personnel information, as specified in law, are excluded from release under this policy. Public records requests are to be processed expeditiously and fully, as soon as possible.

Any person who desires to obtain a copy of a public record may request such in a paper format, in the same medium on which the record is maintained, or on such other medium as the Superintendent or designee determines the record can reasonably be duplicated as an integral part of normal operations. If a person seeking the copy makes a choice as to the medium of the copy, the District will provide it in that medium if such is available to the District. A fee may be charged, as set forth in Regulations, and such fee must be paid in advance of delivery of the record; such fees may include postage costs, but may not include the cost of wages.

In the event the person responding to a public records request desires the request be made in writing, such person may ask for such in writing, but must inform the requestor that a written request is not mandatory. Should a person in control of a requested record deem the request ambiguous or overly broad, the responder may inform the requestor of the manner in which the record is normally maintained and accessed, and permit the requestor to revise his/her request.

In the event a public records request is denied, the District will provide an explanation of the reason for the denial, citing the appropriate legal authority.

No more than 10 mail requests may be made in any month, unless the requestor certifies in writing that the records will not be used for commercial purposes.

This policy shall be posted in the Board Office and all other District buildings, as well as in employee handbooks.

Adoption Date: 10/8/07

Incapacity of Superintendent

- A. A Superintendent pro tempore shall be appointed by a majority of the members of the Board of Education upon determining the Superintendent is incapacitated in such a manner that he or she is unable to perform the duties of that office. Such incapacity shall be determined in one of the following ways:
1. At the request of the Superintendent if the Superintendent is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  2. Upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent and such Superintendent is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  3. Upon the determination of a referee pursuant to Section 3319.16, Revised Code, that the Superintendent is unable to perform the duties of the office of Superintendent and such Superintendent is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  4. Upon the granting of a leave of absence, without pay, requested by the Superintendent by reason of illness, injury, or other disability of the Superintendent.
  5. Upon the placing of the Superintendent upon an unrequested leave of absence, without pay, by reason of illness or other disability of the Superintendent pursuant to Sections 3319.011 and 3319.16, Revised Code.
- B. During the period of incapacity, the Superintendent shall:
1. At his or her request, be placed on sick leave, with pay, not to exceed the amount of his or her accumulated but unused sick leave and any advancement of such sick leave which may be determined by Board policy;
  2. At his or her request, or without such request, pursuant to Section 3319.13, Revised Code, be placed on a leave of absence without pay.
  3. The leave provided in subsection B (1) and (2) above shall not extend beyond the contract or term of office of the Superintendent.

- C. The Superintendent shall, upon request to the Treasurer of the Board of Education, be returned to active duty status, unless the Board denies the request within ten days of receipt of the request. The Board may require the Superintendent is capable of resuming such duties and, further, that the duties be resumed on a full-time basis.
- D. The Board may demand that the Superintendent return to active service, and upon the determination that the Superintendent is able to resume his or her duties, the Superintendent shall return to active service.
- E. The Superintendent may request a hearing before the Board of Education on any action taken under this policy and shall have the same rights in such hearing as are granted under Section 3319.16, Revised Code.
- F. The Superintendent pro tempore shall perform all of the duties and functions of the Superintendent, and may be removed at any time by a two-thirds majority vote of the members of the Board.
- G. The Board shall fix the compensation of the Superintendent pro tempore in accordance with Section 3319.01, Revised Code, and shall serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is sooner.

Adopted by Board: 11/17/80

Administrative Evaluation Procedure - Superintendent

The evaluation of the Superintendent will be conducted by the Board president, a Board committee, or the entire Board. This procedure may be implemented annually or shall be conducted in the last year of the Superintendent's contract.

The purpose of the evaluation is to measure the Superintendent's effectiveness in performing the duties stated in the Superintendent's job description and his ability to carry out the Board's directives.

To allow for a reasonable time frame to improve performance, the evaluation will take place at least sixty days prior to March 1st, the deadline for notice of non-renewal to a Superintendent.

The Board must consider the evaluation of the Superintendent in deciding whether to renew his contract. The fact that the Board is required to consider the evaluation, however, does not require the Board to renew a Superintendent's contract if the evaluations are satisfactory.

O.R.C. 3319.01

"The establishment of an evaluation procedure shall not create an expectancy of continued employment. Nothing in this section shall prevent a Board of Education from making the final determination regarding the renewal or failure to renew a Superintendent's contract."

Adopted by Board: 11/17/80

Organization Chart Authority

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on a district organization chart adopted by the Board.

The district organization chart will be prepared annually by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility and may indicate "staff" as well as "line" relationships. Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible.

The Superintendent shall keep the administrative structure up to date with the needs for supervision and accountability in the district; he may, therefore, from time to time, recommend for Board approval such changes in the chart as may be needed.

Adopted by Board: 1/27/86

### Reporting Information on Sex Offenders

State law requires that certain sexual predators and offenders register with the sheriff in the county of their residence. In certain circumstances, the sheriff notifies the Superintendent of Schools that a sexual predator or habitual sex offender has moved into the area.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent shall disseminate such information to employees whose duties include supervision of or responsibility for, students. The information shall be provided to all personnel in any school buildings within the attendance area of the residence of the offender, to all building principals, to the manager of transportation, and to other employees who may, from time to time, be deemed by the Superintendent to have a need to know the information. Employees who receive the information are to promptly notify the Superintendent if the sexual predator or habitual sex offender is observed in the vicinity of the school. In turn, the Superintendent is to notify the local law enforcement agency if, in the judgment of the Superintendent, the presence of the sexual predator or habitual sex offender has occurred on school property or in such proximity to school property, including school buses, that creates concern in the Superintendent's mind for the safety of the students. The law enforcement agency has the responsibility to evaluate the situation and take whatever action it deems appropriate. Such agencies are asked to inform the Superintendent of any action they take, and they may provide advice regarding any additional action the Superintendent should take.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent may inform parents, guardians, and adult students that he/she has received notice that a sexual predator or habitual sex offender is residing within the district, and that certain information concerning the offender is public record and is open to inspection at the office of the sheriff with whom the offender has registered; he/she shall not release any other information, but shall direct any inquiries to the office of the sheriff with whom the offender has registered.

Adopted by Board: 12-7-98

## POSITION DESCRIPTION

## ASSISTANT SUPERINTENDENT

Reports to: Superintendent

Supervises: Director of Elementary Education  
Director of Secondary Education  
Director of Pupil Personnel  
Executive Office Assistant for Personnel

Job Goal: Promote the development of effective schools by development of clear and consistent policies, organizational structures, and administrative practices.

Performance Responsibility #1:

Promotes comprehensive, coherent development of district-wide policies, rules, and regulations.

Specific Behaviors:

- (a) Identifies subjects and problem areas in which policy is needed.
- (b) Drafts policy statements for Board reading.
- (c) Maintains log of policies proposed and/or adopted.
- (d) Makes such presentations before the Board as are needed to explain policy proposals.
- (e) Communicates policy drafts to district administrative and teaching staff and receives comments thereon.
- (f) Revises proposed policies based on input from staff and Board.
- (g) Drafts, presents, and revises administrative rules and regulations needed to carry out adopted policy.
- (h) Codes policies and regulations for insertion into the district policy manual and regulations manual and disseminates policies and regulations.
- (i) Monitors building-level implementations of adopted policies and regulations to ensure consistent administration.

## Performance Responsibility #2:

Promotes effective schools by directing and monitoring the work of the Directors and by acting as Director of Certificated Personnel.

### Specific Behaviors:

- (a) Assists and provides directions to staff in implementation of the district's goals.
- (b) Designs and monitors implementation of district testing programs.
- (c) Drafts district-wide annual goals and communicates them to all staff.
- (d) Drafts job descriptions and designs and implements an evaluation system based on the premise of effective schools.
- (e) Reviews evaluations of administrators.
- (f) Negotiates annual goals and objectives of the Directors of Pupil Personnel, Elementary Education, and Secondary Education, and conducts evaluation of same.
- (g) Monitors implementation of negotiated agreement with the teachers' association; issues interpretations of contract language; proposes alterations in contract for negotiation purposes; processes grievances in a timely manner.
- (h) Administers certificated personnel functions in the district, including identification of vacancies; posting of positions; identification and referral of candidates; monitoring of certification requirements; preparation of personnel agendas for the Board; recommending assignments, transfers, dismissals; preparation of salary schedules; placement of staff on salary schedules; conducts research on prevailing wage/salary structures; recruits substitute teachers; oversees maintenance of appropriate personnel records.
- (i) Provides current information to the Superintendent concerning statutes, rules and regulations as they bear on personnel practices.
- (j) Advises administrative personnel concerning personnel practices and policies.
- (k) Develops and maintains personnel handbooks for professional employees.
- (l) Is responsible for the recruitment, obtaining of credentials, certifications, previous employer recommendations, and the final processing for hire and termination of employment of all teachers and certified staff.
- (m) Assists the Superintendent in the preparation of personnel recommendations for submission to the Board.

- (n) Completes such personnel forms and reports as required by the Federal, State, and local authorities.
- (o) Directs the interviewing and evaluation of candidates.
- (p) Administers the employee grievances of certificated personnel under the direction of the Superintendent.
- (q) Determines and certifies to the Treasurer that all candidates recommended for employment have secured the proper or necessary certification for their job responsibilities.
- (r) Administers the employee use of leave, accrued according to Board regulations and the laws of the State of Ohio.
- (s) Processes and initiates action on recommendations concerning teacher and classified personnel evaluations, working cooperatively with the appropriate directors.
- (t) Provides counsel to employees when so requested by the employee.

#### Performance Responsibility #3:

Acts as general assistant to the district Superintendent in administration of the district.

#### Specific Behaviors:

- (a) Serves as district's chief administrative officer in absence of Superintendent.
- (b) Attends board meetings.
- (c) Prepares such status and progress reports as are needed by the Superintendent, as well as other documents assigned.
- (d) Attends and/or presides over such meetings as the Superintendent designates.
- (e) Assists in preparation and administration of the district's budget.
- (f) Serves as a member of the Superintendent's Cabinet.
- (g) Keeps Superintendent informed of actual and potential problems in a timely manner.
- (h) Oversees preparation of state reports.
- (i) Performs such other tasks as Superintendent may assign.

Adopted: 9-24-84

## WILLOUGHBY-EASTLAKE CITY SCHOOLS

## Job Description

## DIRECTOR OF OPERATIONS AND SECURITY

**REPORTS TO:**

Superintendent

**SUPERVISES:**

- (1) Warehouse Manager
- (2) Buildings & Grounds Manager
- (3) Computer Services Manager
- (4) Food Services Manager

**QUALIFICATIONS:**

- (1) A thorough knowledge of the various codes which dictate the building and maintenance of facilities in Lake County and the State of Ohio;
- (2) Basic understanding of building trades such as electrical, carpentry, plumbing, maintenance, and related fields;
- (3) Demonstrated success in the supervision of people;
- (4) Current business manager certificate or currently enrolled in classes to obtain appropriate licensure;
- (5) Demonstrated success in the planning and building of projects of major proportion such as school facilities or equivalent;
- (6) Knowledge of warehousing purchasing, storage, inventory, and distribution systems;
- (7) Familiarity with computerized data operations department functions.

**GENERAL DUTIES:**

Develops, implements, plans, and directs the short – and long-range planning and budgeting for construction of new buildings, property management and programs to assure that the District's physical facilities meet present and future needs for the proper housing of students, staff, and the conduct of all educational and related programs and manages the District equipment control program, maintenance services, custodial services, and manages districtwide safety program. Manages environmental compliance and Indoor Air Quality (IAQ) Services. Manages energy conservation efforts.

**ESSENTIAL RESPONSIBILITIES:**

- (1) Evaluate the district's security program on a continuing basis and recommend changes or draft plans as necessary

- (2) Coordinate the preparation of local, state and federal reports relative to areas of responsibilities
- (3) Assist with developing and coordinating cooperative agreements, interagency agreements, and contracts with other agencies
- (4) Serve as the district's emergency control officer, developing procedures and protocols to deal with emergencies and maintaining an emergency management plan
- (5) Act as a liaison with public safety authorities and school resource officers on all matters affecting school security
- (6) Coordinate any special security needs deemed necessary for school system meetings or activities
- (7) Work with administrators, faculty, staff and students at each school to ensure proper security and safety measures are implemented as related to students, employees, facilities, and property
- (8) Develop and coordinate an ongoing staff development programs for employees who have security responsibilities
- (9) Supervise and coordinate the staff and Drug Free Schools Project
- (10) Review Board policies and make recommendations regarding school safety and security
- (11) Participate in training programs to increase individual skill and proficiency related to school safety, security, and facilities
- (12) Prepare and administer the department budget
- (13) Assures the competent planning, design, contracting, and completed construction of identified facility needs; serve as capital planning project and facility resources person to staff; participate in pre-construction meetings; oversee the work of architects, engineers, and project managers; review and approve products and drawings for compliance with specifications, codes, and statutory requirements
- (14) Assure the availability of adequate facilities by developing short and long-range plans, goals and projections for facilities based on student enrollment, community development, and instructional program requirements; identify new site and facility needs and remodeling of existing facilities; coordinate program process with other department and government agencies; supervise the collection, interpretation and analysis of data for planning purposes
- (15) Assure the District is represented before governmental review agencies on issues involving code changes, facility approvals and other construction related matters; serve as District representative in obtaining appropriate permits for various projects; testify on project scope and validity and communicate information for public hearings as necessary
- (16) Assure compliance with various codes, regulations and statutes which apply to sites and facilities

- (17) Assure the efficient, effective operation of the department by developing and implementing policies, procedures, and regulations
- (18) Contribute to safe and productive working conditions by implementing and directing in service training programs
- (19) Contribute to capital fund bond design, as required, by providing data to justify projected facility needs and site requirements.; manage the financial aspects of capital project funds, assuring the efficient and effective use of program funds, personnel, materials, facilities, time and compliance with appropriate guidelines; prepare and justify funding requests
- (20) Assure District position is represented in assigned activities including construction contract related issues involving architects, contractors, vendors, and other parties; represent District interests in capital planning, facility and site matters, provide a liaison between the District and the public, other agencies and organizations; respond to concerns regarding District projects and/or property
- (21) Assure the financial well-being of the department by performing cost control activities and monitoring all fiscal operations of the department; prepare and justify department budgets; approve all department expenditures; assure the efficient and economical use of departmental funds, human resources, materials, facilities and time
- (22) Assure the financial well-being of the department by performing cost control activities and monitoring all fiscal operations of the department; prepare and justify department budgets; approve all department expenditures; assure the efficient and economical use of departmental funds, human resources, materials, facilities and time
- (23) Provides continued direction for District's campus and school beautification efforts
- (24) Administer District rules related to community use of facilities
- (25) Administer efficient operation of the District's food service program through the Food Services Manager, of the District Computer Services Department through the Manager of Computer Services, and the maintenance/custodial care of facilities through the Buildings/Grounds Manager.
- (26) Perform other duties as assigned by the Superintendent

Adopted 4/8/13

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

BUILDINGS AND GROUNDS SERVICE MANAGER  
JOB DESCRIPTION

- Responsibility: In the performance of his duties, the Buildings and Grounds Services Manager reports to the Business Manager.
- Job Goal: To provide all students with a physical learning environment that is safe, clean, attractive, and smooth functioning.
- Specific Duties:
- 1) Assumes responsibility for the comprehensive overall planning and scheduling of maintenance and repair requirements of the district.
  - 2) Establishes appropriate maintenance, groundskeeping, security, and custodial requirements for each school building and installation.
  - 3) Directs the maintenance of all buildings and grounds as to cleanliness and safety.
  - 4) Ensures that standards consistent with all applicable laws are maintained at a minimum.
  - 5) Determines and establishes detailed specifications pertaining to supplies, materials, equipment, and local contract work.
  - 6) Recommends for purchase necessary equipment and supplies.
  - 7) Receives, stores, and issues all maintenance and grounds materials, supplies, and equipment.
  - 8) Inspects all school buildings, grounds and installations on a regular basis to determine that high standards of workmanship, cleanliness, safety, and security are maintained.
  - 9) Conducts periodic inspection of all school facilities to ensure fire safety.

- 10) Organizes and implements a program of preventive maintenance.
- 11) Keeps informed of the latest trends, developments, and products in the areas of maintenance, repair, and upkeep, and encourages, innovation and experimentation as appropriate.
- 12) Reviews on a regular basis all security precautions and procedures, and recommends additions, changes, or reductions in service as appropriate.
- 13) Works with individual building principals in establishing emergency evacuation procedures for each schoolroom and office.
- 14) Prepares and administers the budget for maintenance, grounds, security, and custodial supplies and equipment.
- 15) Maintains such personnel, insurance, and other records for area of concern as are necessary.
- 16) Coordinates all purchase requirements.
- 17) Supervises and inspects the improvement and renovation work performed by outside contractors, and verifies that the terms of all such contracts have been fulfilled before authorizing final payments.
- 18) Supervises and approves payment of all outside contractors performing work for the district.
- 19) Makes recommendations for the determination of rent-or-buy decisions and optimal timing of replacements for vehicles and equipment assigned to the department.
- 20) Maintains a coordinated inventory control program for all areas of the department.
- 21) Assists in the recruitment, employment, assignment, transfer, promotion, demotion, or dismissal of buildings and grounds personnel.
- 22) Makes recommendations for the assignment of and termination of employment of all personnel encompassed within his area of operations.

- 23) Organizes and implements an orientation program on proper operation and maintenance of school facilities for departmental personnel.
- 24) Conducts a continuing program of staff training and personnel development.
- 25) Schedules work routines for departmental personnel.
- 26) Coordinates vacation schedules for departmental personnel.
- 27) Supervises the firing of pressure boilers, and implements the firing operation in order to provide the necessary heat and hot water according to season, temperature, and demand.
- 28) Oversees the repair, lubrication, and cleaning of boiler equipment.
- 29) Monitors fuel oil deliveries.
- 30) Oversees the operation of the air-conditioning plant and emergency generator.
- 31) Works cooperatively with the transportation manager in establishing requirements and schedules for plowing operations.
- 32) Works cooperatively with the transportation manager in ensuring that all district vehicles used for plowing parking lots are in operating condition.
- 33) Directs the preparation of playing fields, grounds, and other necessary facilities for athletics and other school activities.
- 34) Participates in the process of site selection and acquisition and the development of architectural plans.
- 35) Conducts a continuing analysis of systems and procedures.
- 36) Conducts a comprehensive and detailed cost analysis program of departmental expenditures as a basis governing annual forecast of expenditure requirements.
- 37) The Buildings and Grounds Services Manager performs any assigned tasks under the direction of the Business Manager or the Superintendent of Schools.

- 5) Administer, through the Food Services Manager, the efficient operation of Food Service.
- 6) Administer, through the Buildings and Grounds Service Manager, the maintenance program and custodial care of all board owned properties and the buildings and grounds personnel.
- 7) Administer, through the Computer Services Manager, all activities in both the educational and business phases of the District's Data Processing operation.
- 8) Administer the rules and regulations of the Board of Education in regards to the utilization of school facilities by community organizations.
- 9) Be responsible for the educational planning of facilities and act as liaison between the Board of Education and the architect in carrying through to a successful conclusion, the construction of new buildings and renovation of existing buildings.
- 10) Conduct surveys, recommend locations and assist in the procurement of future building sites.
- 11) Supervise and conduct a uniform purchasing program of all supplies and equipment and administer the inventory program.
- 12) Prepare specifications and secure bids for the purchase of school furniture.
- 13) Be responsible for the care and custody of real and personal property.
- 14) Perform such other duties as designated by the Superintendent of Schools.

Adopted: 9-24-84

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

FOOD SERVICES MANAGER  
JOB DESCRIPTION

- Responsibility: In the performance of his duties, the Manager for Food Services reports to the Business Manager.
- Job Goal: To provide each school child with food of high nutritious quality in an atmosphere of cleanliness, cheerfulness and personal caring.
- Specific Duties:
- 1) Prepares and administers the departmental budget.
  - 2) Purchases and maintains an inventory of all food, supplies, and equipment.
  - 3) Standardizes cafeteria accounting procedures in cooperation with the district treasurer's office.
  - 4) Arranges for audits of cafeteria accounts through approved auditors.
  - 5) Standardizes prices charged for various types of lunches, including the price of milk.
  - 6) Plans and supervises the preparation and serving of menus at all schools.
  - 7) Informs the public of planned lunch menus on a weekly basis.
  - 8) Plans and checks all menus for school lunches and special dinners.
  - 9) Supervises the planning and preparation of any special meals required for district-sponsored events.
  - 10) Standardizes as much as possible of portions served as related to lunch type.
  - 11) Provides assistance and suggestions for the preparation and serving of government surplus foods.

- 12) Inspects school lunch facilities and operations to ensure that standards of diet, cleanliness, health, and safety are being maintained.
- 13) Visits all lunchrooms and cafeterias as often as possible, checking that high standards of health and safety are maintained, and observing possible improvements in operations.
- 14) Reviews and evaluates all requests and recommendations for purchase of new and replacement equipment.
- 15) Consults, as needed, with school planners and architects on plans and specifications for new or renovated food preparation centers.
- 16) If requested, assists principals and teachers in the instructional phases of the lunchroom program and in the classroom instructional units of work pertaining to nutrition.
- 17) Administers personnel policies and evaluates cafeteria managers.
- 18) Standardizes personnel policies, levels of cleanliness, health, and safety.
- 19) Interviews, screens, and recommends appointment of all cafeteria personnel.
- 20) Checks all food service personnel payrolls.
- 21) Checks all bills and purchase orders for accuracy before presenting them to the treasurer for payment.
- 22) Makes all applications for federal subsidies.
- 23) Makes application for government surplus food for school cafeteria use, and directs its distribution and transfer.
- 24) Plans disposition of government commodities as part of the ongoing food service program.
- 25) Checks all government reimbursements.
- 26) Prepares specifications and bid conditions for all items requiring such bids by law or Board policy.

- 27) Operates a program of cooperative purchasing, particularly for high-volume items such as bread, milk, and canned goods.
- 28) Keeps patrons and the public informed of the menus and services offered by the school cafeterias and of the health and educational benefits gained by children through participation in the school food service program.
- 29) The Food Services Manager performs any assigned tasks under the direction of the Business Manager or the Superintendent of Schools.

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

TRANSPORTATION SERVICES MANAGER  
JOB DESCRIPTION

- Responsibility: In the performance of his duties, the Transportation Services Manager reports to the Business Manager.
- Job Goal: To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the district's schools.
- Specific Duties:
- 1) Conforms with all state laws and regulations regarding school transportation.
  - 2) Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety.
  - 3) Recruits, trains, and supervises all transportation personnel, and makes recommendations on their employment, transfer, promotion, and release.
  - 4) Advises Superintendent on road hazards for decision on school closing during inclement weather.
  - 5) Acts as liaison with contractor for consultation on road hazards for decision on school closing during inclement weather.
  - 6) Cooperates with school principals and others responsible for planning special school trips.
  - 7) Develops and administers a transportation program to meet all the requirements of the daily instructional program and extra-curricular activities.
  - 8) Develops and administers a transportation program to meet all the requirements of the daily instructional program and extra-curricular activities.
  - 9) Formulates the specifications to be incorporated in contractual agreements.

- 10) Approves alterations to contractual agreements when requested by contractors and school principals.
- 11) Prepares bus routes for all public and nonpublic schools in the district.
- 12) Prepares and updates bus schedules for all public and nonpublic schools in the district.
- 13) Attends appropriate committee and staff meetings.
- 14) Prepares and administers the transportation budget.
- 15) Authorizes purchases in accordance with budgetary limitations and district rules.
- 16) Approves and forwards transportation service invoices to accounting department.
- 17) Maintains all district-owned equipment and develops plans for preventive maintenance.
- 18) Prepares transportation payroll on monthly basis.
- 19) Completes and dispatches insurance reports.
- 20) Submits all reports required by state authorities.
- 21) Takes an active role in solving discipline problems occurring on school buses.
- 22) Acts as liaison with parents for complaints and special requests.
- 23) Reviews annually the advisability of a district-owned transportation system.
- 24) The Transportation Services Manager performs any assigned tasks under the direction of the Business Manager or the Superintendent of Schools.

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

COMPUTER SERVICES MANAGER  
JOB DESCRIPTION

Responsibility: In the performance of his duties, the Computer Services Manager reports to the Business Manager.

Job Goals:

1. To administer the affairs of the City School District's Data Processing activities.
2. To consult with and advise other departments with regard to feasibility, systems and procedures, and record control studies and problems.
3. To work cooperatively with the Business Manager in setting policies for the department.

Specific Duties:

- 1) Preparation of the department's annual budget.
- 2) Recommend to the Business Manager the selection, dismissal and promotion of all department personnel.
- 3) Schedule all user production in the department for smooth, timely, accurate and complete operation.
- 4) Schedule necessary overtime for data processing staff.
- 5) Approve vacation schedule for data processing staff.
- 6) Assist in the development of one (1), three (3) and five (5) year data processing plans.
- 7) Be responsible for the physical installation of all equipment used for data processing, either in the data processing department or user department including local and remote lines.
- 8) Be responsible for the purchase of all computer forms and supplies.
- 9) Be responsible for issuing invoices for services performed for outside users of this department.

- 10) Be responsible for the systems and programming functions to accomplish district objectives.
- 11) Recommend purchase of necessary hardware, system software, and application software.
- 12) Assist users with questions pertaining to any of the services offered by the data center.
- 13) Provides consultant services to those departments which indicate a need, interest, or desire to develop data processing applications.
- 14) Develops, trains, supervises, and evaluates data processing staff.
- 15) Maintains a cooperative relationship and open communication with those holding similar positions in other districts in the region and state, to investigate and implement feasible data processing programs on a multidistrict basis.
- 16) Be responsible for the repair and preventive maintenance of all equipment used for data processing either in the data processing department or in a user department including local and remote lines.
- 17) Train, each year, a new student from the Cooperative Office Education Program.
- 18) The Computer Services Manager performs any assigned tasks under the direction of the Business Manager or the Superintendent of Schools.

### Warehouse Services Supervisor

Reports To: Buildings & Grounds Manager, Business Manager or Superintendent

Contract Type: Administrative

Service Year: 260/261 Days

Position Goal: To create, manage, and supervise an effective, efficient warehousing, inventory control, accounting, and ordering and delivery program for district purchased equipment, materials and supplies.

Typical Tasks: 1. Organizes materials/supplies for purposes of efficient inventory, retrieval, and disbursement to all buildings.

2. Directs, monitors, and assists as may be needed in courier's district-wide deliveries of mail, packages, supplies and other materials.

3. Monitors and periodically reports complaints from district personnel about quality of materials.

4. Places orders for materials/supplies from contracted companies, in accord with the terms of such contracts.

5. Ensures that materials/supplies are timely received, and distributes such based on the concept of "just-in-time" delivery to the end user.

6. Prepares such reports on inventory status, including total amounts of materials/supplies on hand, amounts of supplies sent to each end user, problems in purchasing and delivery practices, deficiencies in quality of vendors' materials and service, and cost overruns, in such frequency and formats as may be specified, and prepares periodic estimates of future needs and corresponding cost estimates.

7. Recommends changes in the warehousing procedures/practices.

8. Prescribes a logical organized, well-maintained, and secure physical environment for quick identification, location, and retrieval of all properties placed in his/her charge.

9. Executes such other functions as may be designated by his supervisor.

#### Qualifications:

1. Ability to organize warehouse purchasing plans and procedures, including solicitation of product specifications from schools, vendor identification, bidding procedures, and computerized inventory control.
2. Ability to design, institute, and monitor mass purchasing and budgeting procedures.

3. Ability to negotiate lowest price points consistent with highest quality product.
4. Ability to maintain cleanliness, security, and order of warehouse premises.
5. Ability to lift up to 80 pounds and to load and/or unload delivery truck as situation may demand; valid driver's license.
6. Preparation of expenditure, product use, and inventory reports as requested.

Benefits: Same as OAPSE Local 163

Board Adopted: 6/4/12

JOB	DESCRIPTION
POSITION:	Staff Assistant – Transportation
RESPONSIBILITIES:	In the performance of his/her duties, the Staff Assistant reports to the Transportation Services Manager
JOB GOALS:	To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the district's schools.
SPECIFIC DUTIES:	<ol style="list-style-type: none"><li>1. Investigates public complaints.</li><li>2. Processes student discipline referrals</li><li>3. Responds to outside requests for information</li><li>4. Compiles and prepares data for reports</li><li>5. Operates a computer terminal for transportation routing and file maintenance purposes.</li><li>6. Maintains communication liaison between school and the transportation center.</li><li>7. Develops routes and updates and maintains current records of all existing routes and route changes.</li><li>8. Reviews and maintains all routes on a continuous basis.</li><li>9. Schedules and assigns vehicles and personnel for special utilization.</li><li>10. Possesses a valid school bus driver's license to enable backup driving in emergency and non-routine situations.</li><li>11. Performs any assigned tasks under the direction of the Transportation Service Manager or the Business Manager.</li></ol>

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

PERSONNEL SERVICE STAFF ASSISTANT  
JOB DESCRIPTION

POSITION: Personnel Staff Assistant

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills -- Must have knowledge of word processing and computer generated spreadsheet programs. Must have the ability to work with a minimum of supervision, communicate clearly and effectively, both orally and in writing, with staff members, applicants, and public, be able to improvise in difficult and/or unusual situations and function under stress. Must be able to handle multiple long-and short-term assignments. Knowledge of personnel law (Ohio and Federal) desirable. Must possess good verbal, written, and mathematical skills and be attentive to small detail. Must maintain confidential information.

Characteristics/Traits -- Must maintain a neat, well-groomed appearance, have control over emotions, be self-motivated, punctual, dependable in attendance, reliable in work habits, be task oriented, exercise discretion and good judgment, be in good physical and mental health, and be of good moral character.

Education/Training -- High school diploma required. Additional secretarial, personal computer, and personnel/human resources training preferred.

Experience -- Previous office experience required. Experience in a personnel or human resources environment desirable.

RESPONSIBLE TO: Assistant Superintendent

TERM OF CONTRACT: Twelve months (260 Days)

PRIMARY DUTIES: To assist the Assistant Superintendent in the smooth operation of the Personnel Office.

## REPRESENTATIVE DUTIES:

Type, proofread, and duplicate correspondence, reports, etc.

Answer and screen telephone calls. Answer inquiries from applicants and staff members.

Operate office equipment, which includes, but is not limited to typewriter, personal computer, calculator, and document duplicators.

Develop and maintain a filing system for personnel records for all school employees.

Maintain a file of all personnel contracts entered into by the District.

Certify classifications and salaries to the Treasurer's Office.

Organize a staff of substitute teachers and secretaries for assignment to the schools as needed.

Provide materials and counseling necessary for renewal of state teacher licenses. Process certificate applications.

Prepare and distribute job postings.

Prepare personnel portion of agenda for Board of Education meetings.

Maintain personnel portion of EMIS system.

Compile and distribute district directory.

Fingerprint all new employees.

Maintain and revise seniority information as needed.

Maintain staff rosters and annual staffing authorization.

Perform any assigned tasks under the direction of the Superintendent or Assistant Superintendent.

W ILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT  
JOB DESCRIPTION

ASSISTANT TREASURER

General Description of Duties

- A. Work with the Treasurer to accomplish the duties as required by the office of the School Treasurer.
- B. Perform duties in a professional manner and in accordance with board policies and guidelines.
- C. Serve as Treasurer in place of the Treasurer in his/her absence.
- D. Perform other duties as assigned by the Treasurer that reasonably relate to the general scope of the job description.

Essential Functions of Position:

- A. In conjunction with the Treasurer, supervise, manage and evaluate six clerical personnel in the office of the Treasurer.
- B. Develop Tax Budget, Permanent Appropriations and other financial reports and analyses in coordination with the Treasurer.
- C. Manage and maintain the District's investment program by making investment choices and advising Treasurer of status.
- D. Monitor the District's budget, recommend corrective action where needed, and work with various departments regarding internal and state reports.
- E. Oversee the installation and use of new computer hardware and software programs.
- F. Develop cost-reports on employee bargaining proposals and participate in negotiations with employee groups.
- G. Review and reconcile monthly bank statements along with preparing monthly financial statements.
- H. Supervise and ensure the timely processing of purchase orders and payment of invoices.
- I. Perform internal audits and compliance reviews when needed, and implement compliance measures when necessary.

- J. Attend workshops, seminars, and in-services to keep current on all matters influencing school finance and the general operation of the school district.
- K. Work with department supervisors when necessary.
- L. Review cash balances daily and transfer money as needed.
- M. Prepare resolutions for Board of Education meetings; prepare minutes; maintain resolution and exhibit index.

#### Required Skills, Knowledge and Qualifications

- A. Must possess a Bachelor's degree in accounting, business administration or finance and be able to qualify for a School Treasurer's License in the State of Ohio (may be obtained after hire, but within eighteen months.)
- B. Must be capable of performing the day to day duties of the Treasurer, in his/her absence.
- C. Must be bondable.
- D. Must demonstrate skill in human relations and in working with a variety of people and groups.
- E. Must demonstrate skill in the use of technology and in the development and maintenance of financial information systems.
- F. Must have at least two years of school district accounting experience.
- G. Must be able to train, supervise and evaluate personnel.
- H. Must be proficient in the use of spreadsheet, database and word processing software.
- I. Must be able to organize, prioritize and coordinate multiple tasks.
- J. Must be able to maintain confidentiality.

#### Terms of Employment

Twelve Months (260 days)

Adopted by Board: 9/23/02

**Job Title: Administrative Assistant to the Superintendent**

**Goal:** To assist the Superintendent in the operation of the District with such secretarial, clerical, calendaring, communication, and managerial functions as the Superintendent may assign, and promote efficient and effective operation of the central office.

**Term of Contract:** 12 months (260-261 days)

**Classification:** Administrative (non-union)

**Typical Responsibilities:**

Maintain Superintendent's calendar, including appointments.

Prepare and send Superintendent's correspondence; arrange for Superintendent's meeting facilities as requested.

Prepare and maintain files and filing system for Superintendent's office.

Receive, filter, and prepare for Superintendent's review all incoming communications via paper and telephone.

Answer telephone inquiries directed to the Superintendent's Office.

Regularly reports to the Superintendent on any developments or problems within the district that need awareness or action.

Prepare and submit to the Treasurer's Office such purchase orders as may stem from the Superintendent's Office.

Prepare, organize and maintain bid specifications and RFPs as directed by the Superintendent.

Assist other administrators in preparation for summer school.

Coordinate the receipt and preparation of documents for Board members and for Board meeting agendas.

Coordinate, in consultation with the district's Food Service Manager, the approval of lunch applications, including data entry and communication with parents/guardians.

Maintain district directory.

Perform such other tasks as may be assigned by the Superintendent.

**QUALIFICATIONS:**

**Skills:** Effective verbal, listening, communication and decision making skills; good organizational and clerical skills

**Abilities:** Time management and the ability to tolerate stress caused by heavy workload, multiple schedules, deadlines and frequent interruptions; attention to detail and high level of accuracy; communicate clearly – both verbally and in writing with diverse groups; establish and maintain effective working relationships; positive attitude with strong, interpersonal, verbal/written communication and excellent secretarial and organizational skills; ability to work quickly and expedite multiple projects simultaneously in busy surroundings; ability to make decisions on the basis of precedents and regulations; ability to maintain confidentiality; ability to learn complicated procedures and policies quickly; ability to exercise a high degree of independent judgment; proven ability to interact positively with the public in varied office/school/public settings.

**Training:** Experience with SchoolDude and PowerSchool; strong computer skills including word processing, Excel, and email at a highly proficient level; sound knowledge of school business management, administrative practices, accounting and data procedures.

Adopted by Board: 8/13/12

## ELEMENTARY DIRECTOR

Reports to: Assistant Superintendent

Supervises: Elementary Principals  
Coordinator, High Intensity Reading Program  
Coordinator, Zenith Program  
Art Consultant  
Physical Education Consultant  
Coordinator, Retired Senior Volunteer Program

Job Goal: To ensure that each student is provided with the richest educational experience the district can provide.

Performance Responsibility #1:

Plans and carries out a district-wide program of curriculum review and development for the schools.

Specific Behaviors:

- (a) Conducts analyses of instructional programs and materials, and works to assure that courses are designed with adequate attention to scope and sequence for effective learning.
- (b) Stimulates experimentation, intervisitation, scrutiny of objections, and enrichment of curricula and teaching methods by instructional staff.
- (c) Serves as a resource person for or leader for curriculum studies and workshops.
- (d) Keeps informed about current trends and practices in the various subject matter; fields and disseminates professional information and materials to staff.
- (e) Schedules and directs inservice workshops for staff and participates in department meetings.
- (f) Communicates the approved curriculum to the professional staff and maintains a list of approved instructional materials.
- (g) Coordinates all formal efforts of the professional staff in projects of curriculum improvement.

- (h) Interprets the curriculum and its philosophy to the Board, the administration, the staff, and the general public.
- (i) Assumes a leadership role in developing curriculum for any course newly mandated by the legislature or the Board.
- (j) Maintains a current curriculum manual to show graduation requirements, approved courses, credit allowed, and any pertinent information useful to students and staff.
- (k) Maintains and monitors a program of co-curricular activities.

Performance Responsibility #2:

Promotes effective schools by directing and monitoring the work of the Principals and by assisting in all areas affecting certificated personnel.

Specific Behaviors:

- (a) Assists and provides directions to staff in implementation of the district's goals.
- (b) Drafts district-wide annual goals and communicates them to all staff.
- (c) Reviews evaluations of administrators.
- (d) Negotiates annual goals and objectives of the Principals, and conducts evaluation of same.
- (e) Assists in administration of certificated personnel functions in the district, including identification of vacancies; posting of positions; identification and referral of candidates; recommending assignments, transfer, dismissals.
- (f) Is responsible for the recruitment, obtaining of credentials, certifications, previous employer recommendations, and the final processing for hire and termination of employment of all teachers and certified staff.
- (g) Directs the interviewing and evaluation of candidates.
- (h) Provides counsel to employees when so requested by the employee.

Performance Responsibility #3:

Develops an effective, district-wide program of supervision and inservice education of the instructional staff.

Specific Behaviors:

- (a) Conducts an instructional orientation program annually for new school personnel.
- (b) Assists principals in the planning and implementation of effective programs of supervision and evaluation.

Performance Responsibility #4:

Assists in the development of district-wide policies, rules, and regulations.

Specific Behaviors:

- (a) Identifies subjects and problem areas in which policy is needed.
- (b) Makes such presentations before the Board as are needed to explain policy proposals.
- (c) Communicates policy drafts to district administrative and teaching staff and received comments thereon.
- (d) Drafts, presents, and revises administrative rules and regulations needed to carry out adopted policy.
- (e) Monitors building-level implementations of adopted policies and regulations to ensure consistent administration.

Performance Responsibility #5:

Acts as general assistant to the Assistant Superintendent and Superintendent in administration of the district.

Specific Behaviors:

- (a) Attends board meetings.
- (b) Prepares such status and progress reports as are needed by the Assistant Superintendent and Superintendent, as well as other documents assigned.
- (c) Attends and/or presides over such meetings as the Assistant Superintendent and Superintendent designate.
- (d) Assists in preparation and administration of the district's budget.

- (e) Serves as a member of the Superintendent's Cabinet.
- (f) Keeps Assistant Superintendent and Superintendent informed of actual and potential problems in a timely manner.

Performance Responsibility #6:

Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

Performance Responsibility #7:

Prepares and administers the budget, exclusive of salaries, in the instructional division.

Performance Responsibility #8:

Performs such other tasks and assumes such other responsibilities as may from time to time be assigned by the Assistant Superintendent and Superintendent.

Adopted by Board: 9-24-84

## ELEMENTARY PRINCIPAL

- Reports to: Director of Elementary Education
- Supervises: The certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in the building.
- Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.
- Performance Responsibility #1:  
Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff equipment, and materials in achieving the goals of the district and the school.
- Specific Behaviors:
- a. Develops among the staff a consensus for the school's purpose(s) (or set of goals).
  - b. Builds and maintains a commitment to the school's goals.
  - c. Reinforces with students and staff the behaviors that move the school in the direction of its philosophy (or set of goals).
  - d. Builds and maintains an orderly climate for learning and achievement.
  - e. Demonstrates that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
  - f. Uses the school's budget to meet the specific needs of its students; to achieving the school's goals.
  - g. Protects instructional time from extraneous interruptions and distractions.
  - h. With the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).
  - i. Implements Board policies, administrative regulations, and State Minimum Standards related to the schools' educational program.
  - j. Focuses attention of staff and students on achievements of specific learning objectives.

- k. Develops systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors:

- a. Is aware of and implements the State Minimum Standards.
- b. Communicates with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- c. Prepares an official calendar of school-sponsored events.
- d. Coordinates school programs, events, or activities which have district implication with the Director of Elementary Education.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors:

- a. Checks each teacher's long-term planning at the beginning of each grading period.
- b. Checks each teacher's daily lesson plans weekly.
- c. Sees that every student has the necessary texts, workbooks, etc. for each course.
- d. Monitors each student's progress by the use of test results as well as feedback from staff and parents.
- e. Articulates the educational program between the schools.
- f. Demonstrates a knowledge of all instructional programs used in the school.
- g. Participates in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.

- h. Devises or pilots experimental or innovative programs.
- i. Implements the knowledge or uses the skills gained from furthering his own education; keeps current in field of reading and/or coursework.

Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service program.

Specific Behaviors:

- a. Observes teachers on limited contracts at least four times each year, and others with a continuing contract or five years of experience at least twice each year. All observations should last at least thirty minutes.
- b. Follows each observation with a conference concerning the lesson observed.
- c. Correlates suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- d. Keeps a written record of each conference.
- e. Establishes goals for the teacher during the evaluation conference for the following year.
- f. Uses orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- g. Eliminates teacher behaviors that have caused problems for colleagues, students, or the community.
- h. Provides a professional library for the staff.
- i. Works to reduce teacher absenteeism.
- j. Selects faculty members based on program needs.
- k. Evaluates teacher in accordance with negotiated contract.

Performance Responsibility #5:

Maintain an orderly climate conducive to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents)

Specific Behaviors:

- a. Interprets and implements the student code as written in a fair, firm, consistent way and maintains the necessary disciplinary records, notifying parents of their child's violations.
- b. Compliments students and staff for each act deserving of such.
- c. Maintains the projects an open-door policy for students, staff, and community.
- d. Reports and/or request immediately the repair or replacement of all broken equipment.
- e. Reports and/or request immediately the removal of all evidence of vandalism.
- f. Gives students opportunities for demonstrating they can take care of school property or act maturely.
- g. Fosters school/faculty esprit de corps.
- h. Involves teachers and parents in decision making.
- i. Incorporates parent involvement in home and school activities that relate to improving student performance and achievement.
- j. Demonstrates that high expectations are held for each student's behavior.
- k. Insists that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school
- l. Conducts himself (and sees that the teacher do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors:

- a. Institutes and maintains procedures for minimizing student absence and tardiness.
- b. Notifies parents of child's problems with absence or tardiness.
- c. Insists on high academic standards for promotion.
- d. Develops with the teaching staff criteria for the awarding of letter grades which are related to student growth.
- e. Monitors each student's progress by the use of test results.
- f. Uses test results with teachers as part of evaluation teacher and school effectiveness.
- g. Maintains student records for the efficient retrieval of information on student progress and health data.
- h. Uses the services of Pupil Personnel staff judiciously and effectively.
- i. Keeps parents informed of their child's progress on an "as needed" basis as well as at the mandatory intervals.

Performance Responsibility #7:

Oversee the proper use and maintenance of the assigned building including the selection, evaluation and development of the classified staff.

Specific Behaviors:

- a. Maintains the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- b. Selects the classified staff with (a) in mind.
- c. Approves all purchase orders after ascertaining that sufficient funds are available in the applicable account.
- d. Countersigns all pay orders from the student activity account after ascertaining the expenditures fall within the appropriate guidelines and do not exceed the funds available.

- e. Arranges for orientation or in-service of the classified staff when evaluation determines its advisability.
- f. Ensures that the classified staff reflects in a positive manner the purpose(s) of the school.
- g. Keeps the necessary records of fire drills and inspections.
- h. Has plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- i. Administers the use of the building by outside groups in accordance with District policies and regulations.
- j. Ensures that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior:

- a. Involves parents in determining the purpose(s) of the school.
- b. Communicates effectively with parents and the total community.
- c. Reflects a positive, professional image to organized groups within the community.
- d. Facilitates the activities of parent organizations.
- e. Cooperates with city government officials and employees.
- f. Is involved with local civic or service organizations.
- g. Uses resources from the community for educational purposes.

Performance Responsibility #9:

Assign, supervise and evaluate the work of the building's assistant principal(s) in performing some of the above. (See also Assistant Principal's Job Description.)

Performance Responsibility #10:

Perform all other duties and tasks as may be assigned.

(The principal should list and record each of these for the current school year.)

Adopted by Board: 9/24/84

## ASSISTANT ELEMENTARY PRINCIPAL

Reports to: Building Principal

Supervises: In conjunction with the Building Principal, the certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in this building.

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Performance Responsibility #1:

Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff, equipment, and materials in achieving the goals of the district and the school.

Specific Behaviors:

- (a) Develops among the staff a consensus for the school's purpose(s) (or set of goals).
- (b) Builds and maintains a commitment to the school's goals.
- (c) Reinforces with students and staff the behaviors that move the school in the direction of its philosophy (or set of goals).
- (d) Builds and maintains an orderly climate for learning and achievement.
- (e) Demonstrates that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
- (f) Uses the school's budget to meet the specific needs of its students; to achieving the school's goals.
- (g) Protects instructional time from extraneous interruptions and distractions.
- (h) With the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).
- (i) Implements Board policies, administrative regulations, and State Minimum Standards related to the school's educational program.
- (j) Focuses attention of staff and students on achievement of specific learning objectives.

- (k) Develops systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors:

- (a) Is aware of and implements the State Minimum Standards.
- (b) Communicates with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- (c) Prepares an official calendar of school-sponsored events.
- (d) Coordinates school programs, events, or activities which have district implication with the Director of Elementary Education.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors:

- (a) Checks each teacher's long-term planning at the beginning of each grading period.
- (b) Checks each teacher's daily lesson plans weekly.
- (c) Sees that every student has the necessary texts, workbooks, etc. for each course.
- (d) Monitors each student's progress by the use of test results as well as feedback from staff and parents.
- (e) Articulates the educational program between the schools.
- (f) Demonstrates a knowledge of all instructional programs used in the school.
- (g) Participates in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.

- (h) Devises or pilots experimental or innovative programs.
- i) Implements the knowledge or uses the skills gained from furthering his own education; keeps current in field by reading and/or coursework.

Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service programs.

Specific Behaviors:

- (a) Observes teachers on limited contracts at least four times each year, and others with a continuing contract or five years of experience at least twice each year. All observations should last at least thirty minutes.
- (b) Follows each observation with a conference concerning the lesson observed.
- (c) Correlates suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- (d) Keeps a written record of each conference.
- (e) Establishes goals for the teacher during the evaluation conference for the following year.
- (f) Uses orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- (g) Eliminates teacher behaviors that have caused problems for colleagues, students, or the community.
- (h) Provides a professional library for the staff.
- (i) Works to reduce teacher absenteeism.
- (j) Selects faculty members based on program needs.
- (k) Evaluating teacher in accordance with negotiated contract.

Performance Responsibility #5:

Maintain an orderly climate conducive to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents).

Specific Behaviors:

- (a) Interprets and implements the student code as written in a fair, firm, consistent way and maintains the necessary disciplinary records, notifying parents of their child's violations.
- (b) Compliments students and staff for each act deserving of such.
- (c) Maintains and projects an open-door policy for students, staff, and community.
- (d) Reports and/or requests immediately the repair or replacement of all broken equipment.
- (e) Reports and/or requests immediately the removal of all evidence of vandalism.
- (f) Gives students opportunities for demonstrating they can take care of school property or act maturely.
- (g) Fosters school/faculty esprit de corps.
- (h) Involves teachers and parents in decision making.
- (i) Incorporates parent involvement in home and school activities that relate to improving student performance and achievement.
- (j) Demonstrates that high expectations are held for each student's behavior.
- (k) Insists that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school.
- (l) Conducts himself (and sees that the teachers do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors:

- (a) Institutes and maintains procedures for minimizing student absence and tardiness.
- (b) Notifies parents of child's problems with absence or tardiness.
- (c) Insists on high academic standards for promotion.
- (d) Develops with the teaching staff criteria for the awarding of letter grades which are related to student growth.
- (e) Monitors each student's progress by the use of test results.
- (f) Uses test results with teachers as part of evaluating teacher and school effectiveness.
- (g) Maintains student records for the efficient retrieval of information on student progress and health data.
- (h) Uses the services of Pupil Personnel staff judiciously and effectively.
- (i) Keeps parents informed of their child's progress on an "as needed" basis as well as the mandatory intervals.

Performance Responsibility #7:

Oversee the proper use and maintenance of the assigned building including the selection, evaluation and development of the classified staff.

Specific Behaviors:

- (a) Maintains the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- (b) Selects the classified staff with (a) in mind.
- (c) Approves all purchase orders after ascertaining that sufficient funds are available in the applicable account.
- (d) Countersigns all pay orders from the student activity account after ascertaining the expenditures fall within the appropriate guidelines and do not exceed the funds available.
- (e) Arranges for orientation or in-service of the classified staff when evaluation determines its advisability.

- (f) Ensures that the classified staff reflects in a positive manner the purpose(s) of the school.
- (g) Keeps the necessary records of fire drills and inspections.
- (h) Has plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- (i) Administers the use of the building by outside groups in accordance with District policies and regulations.
- (j) Ensures that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior:

- (a) Involves parents in determining the purpose(s) of the school.
- (b) Communicates effectively with parents and the total community.
- (c) Reflects a positive, professional image to organized groups within the community.
- (d) Facilitates the activities of parent organizations.
- (e) Cooperates with city government officials and employees.
- (f) Is involved with local civic or service organizations.
- (g) Uses resources from the community for educational purposes.

Performance Responsibility #9:

Perform all other duties and tasks as may be assigned.

(The assistant principal should list and record each of these for the current school year).

Adopted by Board: 9-24-84

## DIRECTOR OF PUPIL PERSONNEL

Reports to: Assistant Superintendent

Supervises: Chairperson of Psychological Services  
Chairperson of Speech Pathology and Audiology  
Health Service Personnel  
Social Worker/Visiting Teacher  
Learning Disability Supervisor  
Supervisor/Consultant for IAP  
Low Incidence Program (East Shore Center)

Job Goal: Promote the development of an effective Pupil Personnel Department by providing strong leadership, supervisory and administrative skills in assessing and meeting the needs of the district students and community.

Performance Responsibility #1:

Serves as the chief administration officer of the Pupil Personnel Department to provide for the most effective utilization of Pupil Personnel services in achieving the goals of the school district.

Specific Behaviors:

- (a) Aids in the development of policy recommendations as they pertain to Pupil Personnel.
- (b) Communicates Board action to staff, students and community as it pertains to Pupil Personnel.
- (c) Assesses School Systems needs as they pertain to Pupil Personnel.
- (d) Aids in the development of administrative regulations to implement board policy.
- (e) Files reports required by the State and federal agencies.
- (f) Attends Board of Education meetings and other public meetings as needed or assigned.
- (g) Maintains student permanent record files and administers the microfilming of such.
- (h) Attends professional conferences to keep abreast of new developments and laws as they pertain to the Pupil Personnel Department.

- (j) Serves as member of the Superintendent's cabinet.
- (j) Makes recommendations for hiring, job assignment, promotion, and dismissal of staff under his charge.
- (k) Holds regular meetings with pupil personnel departments and prepares agendas for same.
- (l) Sets job performance standards and guidelines for Pupil Personnel staff.
- (m) Plans and conducts the orientation of all new Pupil Personnel staff members.
- (n) Recommends supplemental contracts for select Pupil Personnel staff.
- (o) Makes periodic on-site visits to schools and classrooms for the purpose of evaluation and needs assessment.
- (p) Conducts inservice workshops for pupil personnel staff.
- (q) Investigates complaints regarding employee conduct or performance.
- (r) Plans and implements the Pupil Personnel budget.
- (s) Conducts research as assigned.
- (t) Serves on curriculum committees as assigned.
- (u) Responds to requests for information pertaining to the Pupil Personnel Department.
- (v) Arranges for special tutoring, home instruction and transportation needs.
- (w) Creates audio-visual materials for public information purposes.
- (x) Establishes a citizens committee to study and make recommendations for the student insurance program.
- (y) Makes recommendations for Adult Night School for high school credit.
- (z) Recommends re-admission of students to school.
- (AA) Develops and prepares discussion papers as they pertain to Pupil Personnel matters.
- (BB) Updates district handbooks on Pupil Personnel procedures.

- (CC) Oversees the issuance of work permits and early dismissal/late arrival.
- (DD) Hearing Officer for suspension and expulsion cases.
- (EE) Processes requests for student transfers.
- (FF) Directs liaison between school and public health and social service agencies.
- (GG) Prepares reports as they pertain to the Pupil Personnel Department.
- (HH) Develop and maintain a chemical abuse awareness library.
- (II) Plans and implements the Title VI project.

Performance Responsibility #2:

Operates and evaluates the school district's Special Education Program and monitors all personnel to provide for the most effective utilization of staff in achieving the goals of the district.

Specific Behaviors:

- (a) Provides brochures describing the various Special Education Program.
- (b) Prepares job description for Special Education supervisors/consultants.
- (c) Generates a prioritized list of Special Education supervisor/consultant goals and objectives.
- (d) Monitors and evaluates the implementation of the Special Education Supervisor/Consultants goals and objectives.
- (e) Counsels staff on special education programs.
- (f) Is responsible for the identification and placement of handicapped students.
- (g) Oversees the computerized information system for all handicapped pupils.
- (h) Administers the Low Incidence Program in coordination with the East Shore Center.
- (i) Evaluates the Supervisor/Consultant of the individual Assistance Program.
- (j) Evaluates the Learning Disability Supervisor.

- (k) Interviews prospective pupil personnel employees, including guidance counselors.
- (l) Arranges for special tutoring.

Performance Responsibility #3:

Plans, organizes and directs an effective guidance and testing program for all students.

Specific Behaviors:

- (a) Prepares a description of the district guidance program and the services provided.
- (b) Generates a prioritized list of guidance goals.
- (c) Obtains a list of yearly objectives from each counselor.
- (d) Evaluates achievement of yearly objectives.
- (e) Recommends guidance personnel.
- (f) Monitors the implementation of guidance goals and objectives.
- (g) Prepares counselor job descriptions.
- (h) Aids in the development of group counseling and guidance inservice for staff.
- (i) Assists counselors in implementing a sound Chemical Abuse Awareness Program including the harmful effects of drugs, alcohol and tobacco.
- (j) Aids in the assessment and development of the district's standardized testing program.

Performance Responsibility #4:

Operate and evaluate the school district's psychological services and monitor all psychologists to provide for the most effective utilization of staff in achieving the goals of the district.

Specific Behaviors:

- (a) Prepares a description of the district's Psychological Services.
- (b) Prepares psychologist's job description.

- (c) Generates a prioritized list of Psychologist's goals and objectives.
- (d) Monitors and evaluates the implementation of psychologist's goals and objectives.
- (e) Evaluated the chairperson of Psychological Services and all other psychological services personnel.
- (f) Plans and coordinates psychologists schedules with staff input.

Performance Responsibility #5:

Operate and evaluate the school district's Speech Pathology and Audiology services and monitor all personnel to provide for the most effective utilization of staff in achieving the goals of the district.

Specific Behaviors:

- (a) Prepares a description of the district's Speech Pathology and Audiology Program and the services provided.
- (b) Prepares Speech Pathologist's and Audiologist job description.
- (c) Generates a prioritized list of Speech Pathologist's and Audiologist's goals and objectives.
- (d) Monitors and evaluates the implementation of the Speech Pathologist's and Audiologist's goals and objectives.
- (e) Plans and coordinates the Speech and Hearing schedule with staff input.
- (f) Evaluates the Chairperson of Speech Pathology and Audiology and all other speech and hearing personnel.

Performance Responsibility #6:

Oversee and evaluate the school district's Health Services and monitor all personnel to provide for the most effective utilization of staff to meet the needs of the district.

Specific Behaviors:

- (a) Provides a description of the district's Health Services Program.
- (b) Prepares nurses job descriptions.

- (c) Generates a prioritized list of nursing goals and objectives.
- (d) Monitors and evaluates the implementation of the nurses goals and objectives.
- (e) Serves as a liaison between school and public health service agencies.
- (f) Directs health services activities of the district.
- (g) Advises in modification of program to meet individual health needs in compliance with State laws.
- (h) Plans and coordinates nursing schedules with staff input.
- (i) Evaluates health services personnel.
- (j) Directs immunization program.
- (k) Implements program for emergency health care and first aid treatment.
- (l) Monitors administration of dental and health exams.
- (m) Authorizes the exclusion of students because of infectious or contagious disease or other legal reasons.

Performance Responsibility #7:

Oversee and evaluate the Visiting Teacher/Social Worker to provide for the most effective utilization of staff to meet the needs of the district.

Specific Behaviors:

- (a) Provides a description of the Visiting Teacher/Social Worker Program.
- (b) Prepares Visiting Teacher/Social Worker job description.
- (c) Generates a prioritized list of Visiting Teacher/Social Worker goals and objectives.
- (d) Monitors and evaluates the implementation of the Visiting Teacher/Social Worker's goals and objectives.
- (e) Oversees the maintenance of student attendance records and files reports as required.
- (f) Directs liaison program between school and juvenile court.

(g) Evaluates the Visiting Teacher/Social Worker.

(h) Plans and coordinates the Visiting Teacher schedule with staff input.

Adopted by Board: 9-24-84

## SECONDARY DIRECTOR

Reports to: Assistant Superintendent

Supervises: Middle School Principals  
 High School Principals  
 Technical Center Staff  
 Supervisor, Industrial Training Center  
 Supervisor, Community Education/Media Center  
 Coordinator, Career Education Program

Job Goal: To ensure that each student is provided with the richest educational experience the district can provide.

### Performance Responsibility #1:

Plans and carries out a districtwide program of curriculum review and development for the schools.

### Specific Behaviors:

- (a) Conducts analyses of instructional programs and materials, and works to assure that courses are designed with adequate attention to scope and sequence for effective learning.
- (b) Stimulates experimentation, intervisitation, scrutiny of objectives, and enrichment of curricula and teaching methods by instructional staff.
- (c) Serves as a resource person for or leader of curriculum studies and workshops.
- (d) Keeps informed about current trends and practices in the various subject matter; fields and disseminates professional information and materials to staff.
- (e) Schedules and directs inservice workshops for staff and participates in department meetings.
- (f) Communicates the approved curriculum to the professional staff and maintains a list of approved instructional materials.
- (g) Coordinates all formal efforts of the professional staff in projects of curriculum improvement.

- (h) Interprets the curriculum and its philosophy to the Board, the administration, the staff, and the general public.
- (i) Assumes a leadership role in developing curriculum for any course newly mandated by the legislature or the Board.
- (j) Maintains a current curriculum manual to show graduation requirements, approved courses, credit allowed, and any pertinent information useful to students and staff.
- (k) Maintains and monitors a program of co-curricular activities.

Performance Responsibility #2:

Promotes effective schools by directing and monitoring the work of the Principals and by assisting in all areas affecting certificated personnel.

Specific Behaviors:

- (a) Assists and provides directions to staff in implementation of the district's goals.
- (b) Drafts district-wide annual goals and communicates them to all staff.
- (c) Reviews evaluations of administrators.
- (d) Negotiates annual goals and objectives of the Principals, and conducts evaluation of same.
- (e) Assists in administration of certificated personnel functions in the district, including identification of vacancies; posting of positions; identification and referral of candidates; recommending assignments, transfer, dismissals.
- (f) Is responsible for the recruitment, obtaining of credentials, certification, previous employer recommendations, and the final processing for hire and termination of employment of all teachers and certified staff.
- (g) Directs the interviewing and evaluation of candidates.
- (h) Provides counsel to employees when so requested by the employee.

Performance Responsibility #3:

Develops an effective, districtwide program of supervision and inservice education of the instructional staff.

Specific Behaviors:

- (a) Conducts an instructional orientation program annually for new school personnel.
- (b) Assists principals in the planning and implementation of effective programs of supervision and evaluation.

Performance Responsibility #4:

Assists in the development of district-wide policies, rules, and regulations.

Specific Behaviors:

- (a) Identifies subjects and problem areas in which policy is needed.
- (b) Makes such presentations before the Board as are needed to explain policy proposals.
- (c) Communicates policy drafts to district administrative and teaching staff and received comments thereon.
- (d) Drafts, presents, and revises administrative rules and regulations needed to carry out adopted policy.
- (e) Monitors building-level implementations of adopted policies and regulations to ensure consistent administration.

Performance Responsibility #5:

Act as general assistant to the Assistant Superintendent and Superintendent in administration of the district.

Specific Behaviors:

- (a) Attends board meetings.
- (b) Prepares such status and progress reports as are needed by the Assistant Superintendent and Superintendent, as well as other documents assigned.
- (c) Attends and/or presides over such meetings as the Assistant Superintendent and Superintendent designate.
- (d) Assists in preparation and administration of the district's budget.
- (e) Serves as a member of the Superintendent's Cabinet.

- (f) Keeps Assistant Superintendent and Superintendent informed of actual and potential problems in a timely manner.

Performance Responsibility #6:

Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

Performance Responsibility #7:

Prepares and administers the budget, exclusive of salaries, in the instructional division.

Performance Responsibility #8:

Performs such other tasks and assumes such other responsibilities as may from time to time be assigned by the Assistant Superintendent and Superintendent.

Adopted by Board: 9/24/84

## SECONDARY PRINCIPAL

Reports to: Director of Secondary Education

Supervises: The certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in the building.

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Performance Responsibility #1:

Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff, equipment, and materials in achieving the goals of the district and the school.

Specific Behaviors:

- (a) Develops among the staff a consensus for the school's purpose(s) (or set of goals).
- (b) Builds and maintains a commitment to the school's goals.
- (c) Reinforces with students and staff the behaviors that move the school in the direction of its philosophy (or set of goals).
- (d) Builds and maintains an orderly climate for learning and achievement.
- (e) Demonstrates that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
- (f) Uses the school's budget to meet the specific needs of its students; to achieving the school's goals.
- (g) Protects instructional time from extraneous interruptions and distractions.
- (h) With the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).
- (i) Implements Board policies, administrative regulations, and State Minimum Standards related to the school's educational program.
- (j) Focuses attention of staff and students on achievement of specific learning objectives.

- (k) Develops systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors:

- (a) Is aware of and implements the State Minimum Standards for courses offered and the requirements for graduation.
- (b) Communicates with students formally through meetings with organized student groups.
- (c) Communicates with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- (d) Organizes a co-curricular program for all students.
- (e) Prepares an official calendar of school-sponsored events.
- (f) Coordinates school programs, events, or activities which have district implication with the Director of Secondary Education.
- (g) Represents the school in league or conference meetings.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors:

- (a) Checks each teacher's long-term planning at the beginning of each grading period.
- (b) Checks each teacher's daily lesson plans weekly.
- (c) Sees that every student has the necessary texts, workbooks, etc. for each course.

- (d) Monitors each student's progress by the use of test results as well as feedback from staff and parents.
- (e) Articulates the educational program between the schools.
- (f) Demonstrates a knowledge of all instructional programs used in the school.
- (g) Participates in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.
- (h) Devises or pilots experimental or innovative programs.
- (i) Implements the knowledge or uses the skills gained from furthering his own education; keeps current in field by reading and/or coursework.

#### Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service programs.

#### Specific Behaviors:

- (a) Observes teachers on limited contracts at least four times each year, and others with a continuing contract or five years of experience at least twice each year. All observations should last at least thirty minutes.
- (b) Follows each observation with a conference concerning the lesson observed.
- (c) Correlates suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- (d) Keeps a written record of each conference.
- (e) Establishes goals for the teacher during the evaluation conference for the following year.
- (f) Uses orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- (g) Eliminates teacher behaviors that have caused problems for colleagues, students, or the community.
- (h) Provides a professional library for the staff.
- (i) Works to reduce teacher absenteeism.

- (j) Selects faculty members based on program needs.
- (k) Evaluates teachers in accordance with negotiated contracts.

Performance Responsibility #5:

Maintain an orderly climate to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents).

Specific Behaviors:

- (a) Interprets and implements the student code as written in a fair, firm, consistent way and maintains the necessary disciplinary records, notifying parents of their child's violations.
- (b) Compliments students and staff for each deserving of such.
- (c) Maintains and projects an open-door policy for students, staff, and community.
- (d) Reports and/or requests immediately the repair or replacement of all broken equipment.
- (e) Reports and/or requests immediately the removal of all evidence of vandalism.
- (f) Gives students opportunities for demonstrating they can take care of school property or act maturely.
- (g) Fosters school/faculty esprit de corps.
- (h) Involves teachers and parents in decision making.
- (i) Incorporates parent involvement in home and school activities that relate to improving student performance and achievement.
- (j) Demonstrates that high expectations are held for each student's behavior.
- (k) Insists that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school.
- (l) Conducts himself (and sees that the teachers do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors:

- (a) Institutes and maintains procedures for minimizing student absence and tardiness.
- (b) Notifies parents of child's problems with absence or tardiness.
- (c) Insists on high academic standards for promotion.
- (d) Develops with the teaching staff criteria for the awarding of letter grades which are related to student growth.
- (e) Monitors each student's progress by the use of test results.
- (f) Uses test results with teachers as part of evaluating teacher and school effectiveness.
- (g) Maintains student records for the efficient retrieval of information on student progress and health data.
- (h) Uses the services of Pupil Personnel staff judiciously and effectively.
- (i) Keeps parents informed of their child's progress on an "as needed" basis as well as at the mandatory intervals.

Performance Responsibility #7:

Oversee the proper use and maintenance of the assigned building including the selection, evaluation and development of the classified staff.

Specific Behaviors:

- (a) Maintains the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- (b) Selects the classified staff with (a) in mind.
- (c) Approves all purchase orders after ascertaining that sufficient funds are available in the applicable account.

- (d) Countersigns all pay orders from the student activity account after ascertaining the expenditures fall within the appropriate guidelines and do not exceed the funds available.
- (d) Arranges for orientation or in-service of the classified staff when evaluation determines its advisability.
- f) Ensures that the classified staff reflects in a positive manner the purpose(s) of the school.
- (g) Keeps the necessary records of fire drills and inspections.
- (h) Has plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- (i) Administers the use of the building by outside groups in accordance with District policies and regulations.
- (j) Ensures that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior:

- (a) Involves parents in determining the purpose(s) of the school.
- (b) Communicates effectively with parents and the total community.
- (c) Reflects a positive, professional image to organized groups within the community.
- (d) Facilitates the activities of parent organizations.
- (e) Cooperates with city government officials and employees.
- (f) Is involved with local civic or service organization.
- (g) Uses resources from the community for educational purposes.

Performance Responsibility #9:

Assign, supervise, and evaluate the work of the building's assistant principal(s) in performing some of the above. (See also Assistant Principal's Job Description.)

Performance Responsibility #10:

Perform all other duties and tasks as may be assigned.

(The principal should list and record each of these for the current school year.)

Adopted by Board: 9-24-84

## HIGH SCHOOL ASSISTANT PRINCIPAL

Reports to:	Building Principal
Assists Principal in Supervising:	The certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in the building.
Job Goal:	To use leadership, supervisory, and administrative skills to promote the educational development of each student.

## Performance Responsibility #1:

Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff, equipment, and materials in achieving the goals of the district and the school.

## Specific Behaviors: The Assistant Principal will assist in:

- (a) Developing among the staff a consensus for the school's purpose(s) (or set of goals).
- (b) Building and maintaining a commitment to the school's goals.
- (c) Reinforcing with students and staff the behaviors that move the schools in the direction of its philosophy (or set of goals).
- (d) Building and maintaining an orderly climate for learning and achievement.
- (e) Demonstrating that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
- (f) Using the school's budget to meet the specific needs of its students' to achieving the school's goals.
- (g) Protecting instructional time from extraneous interruptions and distractions.
- (h) Working with the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).
- (i) Implementing Board policies, administrative regulations, and State Minimum Standards related to the school's educational program.

- (j) Focusing attention of staff and students on achievement of specific learning objectives.
- (k) Developing systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Being aware of and implementing the State Minimum Standards for courses offered and the requirements for graduation.
- (b) Communicating with students formally through meetings with organized student groups.
- (c) Communicating with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- (d) Organizing a co-curricular program for all students.
- (e) Preparing an official calendar of school-sponsored events.
- (f) Coordinating school programs, events, or activities which have district implication with the Director of Secondary Education.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Checking each teacher's long-term planning at the beginning of each grading period.
- (b) Checking each teacher's daily lesson plans weekly.
- (c) Seeing that every student has the necessary texts, workbooks, etc. for each course.

- (d) Monitoring each student's progress by the use of test results as well as feedback from staff and parents.
- (e) Articulating the educational program between the schools.
- (f) Demonstrating a knowledge of all instructional programs used in the school.
- (g) Participating in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.
- (h) Devising or piloting experimental or innovative programs.
- (i) Implementing the knowledge or using the skills gained from furthering his own education; keeps current in field by reading and/or coursework.

#### Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service programs.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Observing teachers on limited contracts at least four times each year, and others with a continuing contract or five years of experience at least twice each year. All observations should last at least thirty minutes.
- (b) Following each observation with a conference concerning the lesson observed.
- (c) Correlating suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- (d) Keeping a written record of each conference.
- (e) Establishing goals for the teacher during the evaluation conference for the following year.
- (f) Using orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- (g) Eliminating teacher behaviors that have caused problems for colleagues, students, or the community.
- (h) Working to reduce teacher absenteeism.
- (i) Selecting faculty members based on program needs.

- (j) Evaluating teachers in accordance with negotiated contract.

Performance Responsibility #5:

Maintain an orderly climate conducive to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents).

Specific Behaviors: The Assistant Principal will assist in:

- (a) Interpreting and implementing the student code as written a fair, firm, consistent way and maintaining the necessary disciplinary records, notifying parents of their child's violations.
- (b) Complimenting students and staff for each act deserving of such.
- (c) Maintaining and projecting an open-door policy for students, staff, and community.
- (d) Reporting and/or requesting immediately the repair or replacement of all broken equipment.
- (e) Reporting and/or requesting immediately the removal of all evidence of vandalism.
- (f) Giving students opportunities for demonstrating they can take care of school property or act maturely.
- (g) Fostering school/faculty esprit de corps.
- (h) Involving teachers and parents in decision making.
- (i) Incorporating parent involvement in home and school activities that relate to improving student performance and achievement.
- (j) Demonstrating that high expectations are held for each student's behavior.
- (k) Insisting that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school.
- (l) Conducting himself (and sees that the teachers do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Instituting and maintaining procedures for minimizing student absence and tardiness.
- (b) Notifying parents of child's problems with absence or tardiness.
- (c) Insisting on high academic standards for promotion.
- (d) Developing with the teaching staff criteria for the awarding of letter grades which are related to student growth.
- (e) Using test results with teachers as part of evaluating teacher and school effectiveness.
- (f) Maintaining student records for the efficient retrieval of information on student progress and health data.
- (g) Using the services of Pupil Personnel staff judiciously and effectively.
- (h) Keeping parents informed of their child's progress on an "as needed" basis as well as the mandatory intervals.

Performance Responsibility #7:

Oversee the proper use and maintenance of the assigned building including the selection, evaluation and development of the classified staff.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Maintaining the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- (b) Selecting the classified staff with (a) in mind.
- (c) Arranging for orientation or in-service of the classified staff when evaluation determines its advisability.
- (d) Ensuring that the classified staff reflects in a positive manner the purpose(s) of the school.

- (e) Keeping the necessary records of fire drills and inspections.
- (f) Having plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- (g) Administering the use of the building by outside groups in accordance with District policies and regulations.
- (h) Ensuring that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior: The Assistant Principal will assist in:

- (a) Involving parents in determining the purpose(s) of the school.
- (b) Communicating effectively with parents and the total community.
- (c) Reflecting a positive, professional image to organized groups within the community.
- (d) Facilitating the activities of parent organizations.
- (e) Using resources from the community for educational purposes.

Performance Responsibility #9:

Perform all other duties and tasks as may be assigned.

(The assistant principal should list and record each of these for the current school year.)

Adopted by Board: 9-24-87

## MIDDLE SCHOOL ASSISTANT PRINCIPAL

Reports to:	Building Principal
Assists Principal in Supervising:	The certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in the building.
Job Goal:	To use leadership, supervisory, and administrative skills to promote the educational development of each student.

## Performance Responsibility #1:

Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff, equipment, and materials in achieving the goals of the district and the school.

## Specific Behaviors: The Assistant Principal will assist in:

- (a) Developing among the staff a consensus for the school's purpose(s) (or set of goals).
- (b) Building and maintaining a commitment to the school's goals.
- (c) Reinforcing with students and staff the behaviors that move the schools in the direction of its philosophy (or set of goals).
- (d) Building and maintaining an orderly climate for learning and achievement.
- (e) Demonstrating that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
- (f) Using the school's budget to meet the specific needs of its students; to achieving the school's goals.
- (g) Protecting instructional time from extraneous interruptions and distractions.
- (h) Working with the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).
- (h) Implementing Board policies, administrative regulations, and State Minimum Standards related to the school's educational program.

- (j) Focusing attention of staff and students on achievement of specific learning objectives.
- (k) Developing systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Being aware of and implementing the State Minimum Standards for courses offered and the requirements for graduation.
- (b) Communicating with students formally through meetings with organized student groups.
- (c) Communicating with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- (d) Organizing a co-curricular program for all students.
- (e) Preparing an official calendar of school-sponsored events.
- (f) Coordinating school programs, events, or activities which have district implication with the Director of Secondary Education.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Checking each teacher's long-term planning at the beginning of each grading period.
- (b) Checking each teacher's daily lesson plans weekly.
- (c) Seeing that every student has the necessary texts, workbooks, etc. for each course.

- (d) Monitoring each student's progress by the use of test results as well as feedback from staff and parents.
- (e) Articulating the educational program between the schools.
- (f) Demonstrating a knowledge of all instructional programs used in the school.
- (g) Participating in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.
- (h) Devising or piloting experimental or innovative programs.
- (i) Implementing the knowledge or using the skills gained from furthering his own education; keeps current in field by reading and/or coursework.

Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service programs.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Observing teachers on limited contracts at least four times each year, and others with a continuing contract or five years experience at least twice each year. All observations should last at least thirty minutes.
- (b) Following each observation with a conference concerning the lesson observed.
- (c) Correlating suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- (d) Keeping a written record of each conference.
- (e) Establishing goals for the teacher during the evaluation conference for the following year.
- (f) Using orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- (g) Eliminating teacher behaviors that have caused problems for colleagues, students, or the community.
- (h) Working to reduce teacher absenteeism.
- (i) Selecting faculty members based on program needs.

- (i) Evaluating teachers in accordance with negotiated contract.

Performance Responsibility #5:

Maintain an orderly climate conducive to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents).

Specific Behaviors: The Assistant Principal will assist in:

- (a) Interpreting and implementing the student code as written in a fair, firm, consistent, way and maintaining the necessary disciplinary records, notifying parents of their child's violations.
- (b) Complimenting students and staff for each act deserving of such.
- (c) Maintaining and projecting an open-door policy for students, staff, and community.
- (d) Reporting and/or requesting immediately the repair or replacement of all broken equipment.
- (e) Reporting and/or requesting immediately the removal of all evidence of vandalism.
- (f) Giving students opportunities for demonstrating they can take care of school property or act maturely.
- (g) Fostering school/faculty esprit de corps.
- (h) Involving teachers and parents in decision making.
- (i) Incorporating parent involvement in home and school activities that relate to improving student performance and achievement.
- (j) Demonstrating that high expectations are held for each student's behavior.
- (k) Insisting that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school.
- (l) Conducting himself (and sees that the teachers do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Instituting and maintaining procedures for minimizing student absence and tardiness.
- (b) Notifying parents of child's problems with absence or tardiness.
- (c) Insisting on high academic standards for promotion.
- (d) Developing with the teaching staff criteria for the awarding of letter grades which are related to student growth.
- (e) Using test results with teachers as part of evaluating teacher and school effectiveness.
- (f) Maintaining student records for the efficient retrieval of information on student progress and health data.
- (g) Using the services of Pupil Personnel staff judiciously and effectively.
- (h) Keeping parents informed of their child's progress on an "as needed" basis as well as at the mandatory intervals.

Performance Responsibility #7:

Oversee the proper use and maintenance of the assigned building including the selection, evaluation and development of the classified staff.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Maintaining the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- (b) Selecting the classified staff with (a) in mind.
- (c) Arranging for orientation or in-service of the classified staff when evaluation determines its advisability.
- (d) Ensuring that the classified staff reflects in a positive manner the purpose(s) of the school.

- (e) Keeping the necessary records of fire drills and inspections.
- (f) Having plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- ) Administering the use of the building by outside groups in accordance with District policies and regulations.
- (h) Ensuring that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior: The Assistant Principal will assist in:

- (a) Involving parents in determining the purpose(s) of the school.
- (b) Communicating effectively with parents and the total community.
- (c) Reflecting a positive, professional image to organized groups within the community.
- (d) Facilitating the activities of parent organizations.
- (e) Using resources from the community for educational purposes.

Performance Responsibility #9:

Perform all other duties and tasks as may be assigned.

(The assistant principal should list and record each of these for the current school year.)

## SECONDARY ASSISTANT PRINCIPAL

## TECHNICAL CENTER

Reports to:	Building Principal
Assists in Principal in Supervising:	The certified and classified staff members assigned to the building on a full-time basis, and those members assigned on a part-time basis when in the building.
Job Goal:	To use leadership, supervisory, and administrative skills to promote the educational development of each student.

## Performance Responsibility #1:

Operate and evaluate the school's educational program and assign and monitor all teachers to provide for the most effective utilization of staff, equipment, and materials in achieving the goals of the district and the school.

## Specific Behaviors: The Assistant Principal will assist in:

- (a) Developing among the staff a consensus for the school's purpose(s) (or set of goals).
- (b) Building and maintaining a commitment to the school's goals.
- (c) Reinforcing with students and staff the behaviors that move the schools in the direction of its philosophy (or set of goals).
- (d) Building and maintaining an orderly climate for learning and achievement.
- (e) Demonstrating that high expectations are held for each and every student and teacher, as well as other building staff, and the principal.
- (f) Using the school's budget to meet the specific needs of its students; to achieving the school's goals.
- (g) Protecting instructional time from extraneous interruptions and distractions.
- (h) Working with the staff, cooperatively chooses materials and equipment related to the common purpose(s) (or set of goals).

### Director of Practical Nursing

Reports to:	Building Principal
Assists Principal in Supervising:	Practical Nursing Instructors
Job Goal:	Exercises instructional leadership, supervision, and administrative skills to promote the Practical Nursing Program.

#### Performance Responsibility #1:

Administer the Practical Nursing Program in accord with state laws and regulations and District policy.

#### Specific Behaviors:

- (a) Knows and keeps up to date with rules of Board of Nursing and other state agencies which control practical nursing programs.
- (b) Operate both adult and high school programs in accord with such agency directives.
- (c) Interpret and uphold district policies for practical nursing staff.

#### Performance Responsibility #2:

Supervise staff, curriculum, and instruction in the program.

#### Specific Behaviors:

- (a) Direct staff in needed revision of curriculum content to meet the mandates of the state and the needs of students and potential employers.
- (b) Conduct faculty meetings.
- (c) Conduct at least monthly conferences with instructors for evaluation of students' progress in the program.
- (d) Assist staff in development of instructional materials.
- (e) Contact clinical agencies and instructors for planning student orientations and experiences.
- (f) Approve clinical rotations of students.
- (g) Evaluate instructional staff.

- (h) Orient new staff to the program's philosophy and objectives, curriculum, faculty personnel policies, job description, certification requirements, workshops, and student policies.
- (i) Monitor staff to ensure student evaluations are conducted.

Performance Responsibility #3:

Recruit students, promote the program and the field of practical nursing, and collect follow-up data from students, clinical sites, and employers.

Specific Behaviors:

- (a) Contact potential students.
- (b) Visit schools to explain the programs
- (c) Arrange for applicant pre-testing
- (d) Interview and evaluate candidates
- (e) Conduct individual conferences as needed to assist instructors in planning and counseling of students.
- (f) Participate in Lake Shore Compact activities
- (g) Send forms to graduates six months after graduation to obtain statistical information.

Adopted by Board: 2/9/09

- (i) Implementing Board policies, administrative regulations, and State Minimum Standards related to the school's educational program.
- (j) Focusing attention of staff and students on achievement of specific learning objectives.
- (k) Developing systems for careful and continuous evaluation of student progress towards goals.

Performance Responsibility #2:

Coordinate each student's educational program and correlate the co-curricular activities in order for each student to realize his potential.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Being aware of and implementing the State Minimum Standards for courses offered and the requirements for graduation.
- (b) Communicating with students formally through meetings with organized student groups.
- (c) Communicating with students informally by being visible and visiting with students in a positive, enthusiastic manner in halls and cafeterias, at school activities, and in other informal settings.
- (d) Organizing a co-curricular program for all students.
- (e) Preparing an official calendar of school-sponsored events.
- (f) Coordinating school programs, events, or activities which have district implication with the Director of Secondary Education.

Performance Responsibility #3:

Organize and implement all adopted curriculum programs and be responsible for, and cooperate in, studies for program revision and improvement.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Checking each teacher's long-term planning at the beginning of each grading period.
- (b) Checking each teacher's daily lesson plans weekly.

- (c) Seeing that every student has the necessary texts, workbooks, etc. for each course.
- (d) Monitoring each student's progress by the use of test results as well as feedback from staff and parents.
- (e) Articulating the educational program between the schools.
- (f) Demonstrating a knowledge of all instructional programs used in the school.
- (g) Participating in district committees for textbook adoption, revision of courses of study, curriculum guides, etc.
- (h) Devising or piloting experimental or innovative programs.
- (i) Implementing the knowledge or using the skills gained from furthering his own education; keeps current in field by reading and/or coursework.

Performance Responsibility #4:

Participate in the selection and development of the instructional staff through a sound evaluation program and efficiently organized orientation and in-service programs.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Observing teachers on limited contracts at least four times each year, and others with a continuing contract or five years of experience at least twice each year. All observations should last at least thirty minutes.
- (b) Following each observation with a conference concerning the lesson observed.
- (c) Correlating suggestions for teaching methods and/or different teaching materials with the observed needs of the teacher during such conferences.
- (d) Keeping a written record of each conference.
- (e) Establishing goals for the teacher during the evaluation conference for the following year.
- (f) using orientation and in-service programs that bear a relationship to the needs identified in the evaluation process and as mandated in State Standards.
- (g) Eliminating teacher behaviors that have caused problems for colleagues, students, or the community.

- (h) Working to reduce teacher absenteeism.
- (h) Providing a professional library for the staff.
- (j) Selecting faculty members based on program needs.
- (k) Evaluating teachers in accordance with negotiated contract.

Performance Responsibility #5:

Maintain an orderly climate conducive to learning through the use of positive interpersonal relations among administration, staff, and students (and their parents).

Specific Behaviors: The Assistant Principal will assist in:

- (a) Interpreting and implementing the student code as written in a fair, firm, consistent way and maintaining the necessary disciplinary record, notifying parents of their child's violations.
- (b) Complimenting students and staff for each act deserving of such.
- (c) Maintaining and projecting an open-door policy for students, staff, and community.
- (d) Reporting and/or requesting immediately the repair or replacement of all broken equipment.
- (e) Reporting and/or requesting immediately the removal of all evidence of vandalism.
- (f) Giving students opportunities for demonstrating they can take care of school property or act maturely.
- (g) Fostering school/faculty esprit de corps.
- (h) Involving teachers and parents in decision making.
- (i) Incorporating parent involvement in home and school activities that relate to improving student performance and achievement.
- (j) Demonstrating that high expectations are held for each student's behavior.
- (k) Insisting that an orderly climate is the result of a team effort, with the total staff being responsible for the behavior of every child anywhere in the school.

- (l) Conducting himself (and sees that the teachers do, too) in ways that model the school's acceptable behaviors.

Performance Responsibility #6:

Develop and implement an effective guidance program which would include attention to attendance and punctuality, the careful monitoring of each student's progress, maintenance of high academic standards, and the communication to parents of all relevant information.

Specific Behaviors: The Assistant Principal will assist in:

- (a) Maintaining the school and its grounds so that they add to, and not detract from the learning process or an orderly climate.
- (b) Selecting the classified staff with (a) in mind.
- (c) Approving all purchase orders after ascertaining that sufficient funds are available in the applicable account.
- (d) Arranging for orientation or in-service of the classified staff when evaluation determines its advisability.
- (e) Ensuring that the classified staff reflects in a positive manner the purpose(s) of the school.
- (f) Keeping the necessary records of fire drills and inspections.
- (g) Having plans for emergency situations such as bomb scares, no heat, no water, tornadoes, snow days, etc.
- (h) Administering the use of the building by outside groups in accordance with District policies and regulations.
- (i) Ensuring that the necessary permits and licenses for the legal operation of the building have been obtained.

Performance Responsibility #8:

Establish and operate an effective program for school-community relations.

Specific Behavior: The Assistant Principal will assist in:

- (a) Involving parents in determining the purpose(s) of the school.
- (b) Communicating effectively with parents and the total community.

- (c) Reflecting a positive, professional image to organized groups within the community.
- (d) Facilitating the activities of parent organizations.
- (e) Cooperating with city government officials and employees.
- (f) Working with local civic or service organizations.
- (g) Using resources from the community for educational purposes.

Performance Responsibility #9:

Perform all other duties and tasks as may be assigned.

Specific Behaviors:

- (a) Assume responsibility for the general operation of the school during the absence of the principal.
- (b) Coordinate data processing operations within the building as they pertain to scheduling, attendance reporting, and academic grading system and articulate these operations from the building with those of the Data Processing Center.
- (c) Share with the Principal the supervision of extra-curricular programs, through the attendance at various functions.
- (d) Work with department chairman and teachers to assist in the implementation of school policies and procedures centered in the Assistant Principal's office.
- (e) Arrange homeroom assignments of students and teachers and assign meeting place of homeroom.
- (f) Supervise assignment of lockers to homeroom groups.
- (g) Serve as liaison with the summer school program.
- (h) Assist in the preparation of the master schedule for the Tech Center.
- (i) Organize preliminary registration of students.
- (j) Evaluate and supervise teachers in the T & I programs (Bldg. C) B.O.E. programs (Bldg. A) plus the Social Studies Department at the Technical Center.

- (k) Assist the Principal in the annual determination of staffing requirements.
- (l) Requisition supplies, textbooks and equipment, conducting inventories, maintaining records, and checking on receipt for such materials.
- (m) Coordinate commencement programs.

Adopted by Board: 9-24-84

Administrative Appointments and Term of Contract and Content

In city, exempted village and county districts, employment and re-employment of administrators (other than a superintendent) is to be in accordance with the superintendent's nominations. By a three-fourths vote, however, a board may reemploy an administrator contrary to the superintendent's nomination after it has considered two nominees for the position.

O.R.C. Section 3319.02 is amended to provide for administrators to receive contracts of up to three years' duration. After at least three years' employment with the district, however, an administrator's contract cannot be less than two nor more than five years.

O.R.C. Section 3319.02 is amended to require written contracts for administrators (other than superintendents) containing the following information:

1. The administrative position for which the person is employed.
2. The duties of that position. (These, of course, tie in directly with the evaluation.)
3. The salary and other compensation to be paid.
4. The number of days to be worked.
5. The number of days of vacation leave, if any.
6. The paid holidays, if any.

### Administrative Staff Evaluation

Administrative and managerial staff classified as other administrators in Ohio law, Sections 3319.02 and 4117.01, O.R.C., are to be evaluated through one or more written forms promulgated by the Superintendent in Regulations pursuant to this policy.

Evaluations shall fairly attempt to measure the administrator's effectiveness in performing the duties set forth in the person's job description. The evaluation is to be conducted by the Superintendent or designee at least once annually, in a written form. Prior to the Board's consideration of contract renewal or nonrenewal, the Superintendent shall review the results of the evaluation process for that individual with the Board.

The Superintendent may design and use a single instrument for all administrative and/or managerial positions, or may use a particularized instrument for each position or group of positions. In designing the initial forms, the Superintendent shall obtain input and advice from appropriate administrators and managers. The evaluations may be based upon direct formal observations as well as other relevant information available to the evaluator; out-of-school, off-the-job conduct may be considered if such conduct, in the judgment of the Superintendent or evaluator has an impact upon the individual's effectiveness as an administrator. Formal observations, however, are not mandated, but are within the discretion of the evaluator. Before an evaluation is finalized, the evaluator shall share his/her preliminary results and, at the request of the administrator being evaluated, conduct a conference to discuss the findings and results of the evaluation. Where weaknesses or deficiencies are noted in the evaluation process, the evaluator may, at his/her discretion, make suggestions for improvement.

A final written report, on the forms prescribed in Regulations, is to be prepared, and the evaluatee and evaluator are to sign the report. The signature of the evaluatee shall be taken to mean only that he/she is aware of the contents of the report. A copy of the report shall be given to the administrator/manager. The final evaluation report for an administrator in the last year of his/her contract must include the Superintendent's recommendation to the Board concerning the renewal or nonrenewal of the contract. At any time following receipt of an evaluation report, the administrator may submit a written response or rebuttal, not to exceed three (3) pages in length, and the response will be attached to the evaluation report and be considered a part thereof.

An administrator not in the final year of his/her contract is to be evaluated at least once during the school year, and a written copy of the evaluation report shall be given to the administrator not later than the end of the administrator's contract year. There are to be two evaluations of an administrator during the year in which the contract expires. The first evaluation report is to be given to the administrator no less than sixty (60) days prior to any action by the Board on the administrator's contract. The second and final evaluation which is to be provided to the administrator at least five (5) days prior to the board's acting to renew or nonrenew the contract shall include the superintendent's intended recommendation to the board regarding the renewal or nonrenewal of the contract of employment. The administrator whose contract is to be considered for renewal or nonrenewal shall be informed, prior to the last day of March of the year that the contract expires, of the opportunity to appear before the Board in executive session prior to the Board's action, at which meeting the Board shall discuss its reasons for considering renewal or nonrenewal. The administrator may be accompanied by a representative of his/her choice at the Board meeting, no other persons may appear with or on behalf of the administrator without the express permission of the Board.

The policy and regulations pursuant thereto shall not create a legal expectancy of continued employment or a property interest in continued employment, and shall not be deemed a part of any administrator's contract or otherwise be considered a contractual obligation of the Board of Education. To the extent that any of the procedures contained herein exceed the requirements of Ohio law, such procedures shall not be construed as a pre-condition to contract nonrenewal and shall not prevent the Board from proceeding with a contract nonrenewal which otherwise satisfies the minimum requirements of Ohio law.

Adopted by Board: 10-16-00

Incapacity of Treasurer

- A. A Treasurer pro tempore shall be appointed by a majority of the members of the Board of Education upon determining the Treasurer is incapacitated in such a manner that he or she is unable to perform the duties of that office. Such incapacity shall be determined in one of the following ways:
1. At the request of the Treasurer if the Treasurer is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  2. Upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of the Treasurer and such Treasurer is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  3. Upon the determination of a referee pursuant to Section 3319.16, Revised Code, that the Treasurer is unable to perform the duties of the office of Treasurer and such Treasurer is absent with pay by reason of personal illness, injury, or exposure to contagious disease which could be communicated to others.
  4. Upon granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury, or other disability of the Treasurer.
  5. Upon placing of the Treasurer upon an unrequested leave of absence, without pay, by reason of illness or other disability of the Treasurer pursuant to Sections 3313.23 and 3319.16, Revised Code.
- B. During the period of incapacity, the Treasurer shall:
1. At his or her request, be placed on sick leave, with pay, not to exceed the amount of his or her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy;
  2. At his or her request, or without such request, pursuant to Section 3313.13, Revised Code, be placed on a leave of absence without pay.
  3. The leave provided in subsection B (1) and (2) above shall not extend beyond the contract or term of office of the Treasurer.
- C. The Treasurer shall, upon request to the Board of Education, be returned to active duty status, unless the Board denies the request within ten days of receipt of the request. The Board may require the Treasurer to establish to its

satisfaction that the Treasurer is capable of resuming such duties and, further, that the duties be resumed on a full-time basis.

- D. The Board may demand that the Treasurer return to active service and, upon the determination that the Treasurer is able to resume his or her duties, the Treasurer shall return to active service.
- E. The Treasurer may request a hearing before the Board of Education on any action taken under this policy and shall have the same rights in such hearing as are granted under Section 3319.16, Revised Code.
- F. The Treasurer pro tempore shall perform all of the duties and functions of the Treasurer, and may be removed at any time by a two-thirds majority vote of the members of the Board.
- G. The Board shall fix the compensation of the Treasurer pro tempore in accordance with Section 3313.24, Revised Code, and shall serve until the Treasurer's incapacity is removed or until expiration of the Treasurer's contract or term of office, whichever is sooner.
- H. The Treasurer pro tempore shall execute a bond immediately after his appointment in accordance with Section 3313.25, Revised Code.

Adopted by Board: 11/17/80

### Student Fee Schedule Authorization

The Board of Education authorizes the administration annually to recommend to the Board for adoption a student academic and co-curricular fee schedule as a step to adjust the financial support available for school operations. This action is in accordance with the established legal code of the State of Ohio which states that a Board of Education shall not be required to furnish, free of charge, to the pupils attending the public schools, any materials used in a course of instruction with the exception of the necessary textbooks, which are required to be furnished without charge. It also permits Boards of Education to adopt rules and regulations prescribing a schedule of fees for such materials and prescribing a schedule of charges which may be imposed for the loss, damage, or destruction of school equipment and books. It may enforce the payment of such fees and charges by withholding the grades, credits, and transcripts of the pupils concerned but not by withholding any diploma of a student who is otherwise qualified to graduate.

Students who are determined to be eligible for free or reduced price lunches shall also be considered eligible for partial or complete reduction of regular student academic and co-curricular fees. The criteria and procedures for such reductions shall be the same as for free and reduced price lunches, and shall be determined each year. Under no circumstances should it be made known to any person beyond the student, his/her parents/guardians, teachers and those who administer the program that a person's fees have been reduced or eliminated under these provisions; nor shall any such student be discriminated against in the provision of materials or services.

The administration shall prescribe a timeline for payment of student fees. Participation fees for any and all activities must be paid, or arrangements for such payment concluded as provided herein, prior to participation of any kind in an activity. Any missed payment on a schedule of such payments shall be cause for the immediate termination of participation in an activity; the student may rejoin the activity upon resumption of such payments. In the event the parent/guardian maintains that the fee(s) cannot be paid in a lump sum, a payment schedule may be arranged between the treasurer and the parent/guardian. If the fee remains unpaid, it shall be the responsibility of the treasurer to attempt to collect the fee, using the small claims court as a last resort when deemed appropriate.

A student who withdraws from school prior to the last day of the first grading period shall be liable for payment of 50 percent (50%) of the academic fee amount. If payment in full was made prior to withdrawal during this time, and is more than \$15.00, a refund of 50 percent (50%) will be issued if the parent or student requests a refund and sends the prescribed refund request form to the Treasurer's office within two weeks after withdrawal. Fees for co-curricular activities are not refundable for any reason, nor are fees which may be assessed for damages to or loss of textbooks or other school properties. Students who are expelled are also not eligible for any refund of fees.

A student who enrolls during the first nine weeks' grading period of school shall be charged full academic fees. A student who enrolls after the first nine weeks, but prior to the last day of the second grading period shall be charged 75% of the full academic fees. A student who enrolls between the end of the second grading period and the end of the third grading period shall pay 50% of such fees. A student who enrolls after the end of the third grading period shall pay 25% of such fees.

The treasurer will establish regulations for the collecting and processing of money which will provide internal control and fiscal accountability.

Adopted by Board: 3/9/87

Revised: 8/13/12

**STUDENT FEES**

2012 – 13

	<b>Code</b>	<b>Subject</b>	<b>Cost</b>
<b>ART</b>	7001	Art Grade 6	6.50
	6103	Art Grade 7	8.50
	7201	Art Grade 8	10.50
	7405	Art I	30.00
	7406	Art II	35.00
	7502	Art III	40.00
	7602	Art IV	40.00
	7407	Ceramics I	35.00
	7507	Ceramics II	35.00
	7411	Exploring Visual Art & Music	24.00
<b>BUSINESS</b>	5502	Accounting	25.25
	5411	Keyboarding & Document Formatting	6.50
	5412	BCIT	6.50
	5505	Business Law	0
<b>COMPUTER EDUCATION</b>	0004	Computer Ed. Grade 6	3.25
	3800	Computer Science A Grade 8	5.50
	3900	Computer Science I	12.00
	3901	Computer Science II	12.00
	3902	Programming	12.00
	3903	Multimedia	12.00
	3904	HTML-Web/JAVA Script	12.00
	3905	AP Computer Science A	15.00
<b>ENGLISH</b>	0001	ELA 6	26.15
		Accelerated ELA 6	33.00
	0101	ELA 7	22.65
	0201	ELA 8	25.00
	0621	AP English 12	26.75
	0532	AP English 11	26.75
	0421	English 10 Honors	10.00
<b>FOREIGN LANGUAGE</b>	4302	German I	0
	4402	German II	0
	4502	German III	15.00
	4602	German IV	19.00
	4304	Spanish I	15.00
	4404	Spanish II	16.35
	4504	Spanish III	22.00
	4604	Spanish IV	0
	4704	AP Spanish	0
	4301	French I	15.50
	4401	French II	16.00
	4501	French III	6.00
	4601	French IV	20.50
	4701	AP French	0
	4801	Chinese I	13.00
	4802	Chinese II	13.00

	<b>Code</b>	<b>Subject</b>	<b>Cost</b>
<b>FAMILY &amp; CONSUMER SCIENCE</b>	6508	Child Development	16.25
	6506	Independent Living	7.25
	6402	Creative Cooking	28.00
	6502	Food for Fitness	25.80
	6102	Home Economics Middle School	12.75
	6503	Teen and Adult Roles	6.25
<b>INDUSTRIAL TECHNOLOGY</b>	6510	Architectural Drawing	6.50
	6408	Drafting Communications	6.50
	6507	Engineering Communications	6.50
	6414	Home Repair & Maint. Const. Outdoors	14.25
	6410	Home Maintenance Indoor	14.25
	6407	Power Technology	14.75
	6406	Wood Technology	19.00
<b>MATHEMATICS</b>		OGT Calculator fee to all 6 <sup>th</sup> graders	10.80
		OGT Calculator fee to all 10 <sup>th</sup> graders	10.80
		Math 6	15.00
		Math 7	15.00
		Math 8	15.00
		Accelerated Math 6	23.00
		Honors Math 7	23.00
<b>MUSIC</b>		Band (Grades 6,7, 8)	20.00
<b>SCIENCE</b>	2001	Science Grade 6	7.50
	2101	Science Grade 7	7.50
	2102	Science Grade 8	7.50
	2302	Physical Science	15.00
	2303	Science Grade 9 HA	16.00
	2421	Environmental Science	7.00
	2422	Environmental Issues	7.00
	2621	AP Biology	42.00
	2631	AP Chemistry	60.00
	2641	AP Physics	40.00
	2403	General Biology	16.00
	2401	Honors Biology	26.00
	2500	Honors Chemistry	24.00
	2507	General Chemistry	20.00
	2602	Physics	16.00
	2508	OGT Integrated Science III	12.25
	2642	Forensic Science	10.00
	2643	Astronomy	10.00
<b>SOCIAL STUDIES</b>	1001	Social Studies Grade 6	3.75
	1310	Integrated Social Studies HA	18.00
	1305	Integrated Social Studies	18.00
	1623	AP American Government	18.00
<b>MIDDLE &amp; HIGH SCHOOL MAP ASSESSMENT FEE</b>		All Grades	12.50

**MIDDLE SCHOOL HOMEWORK  
ASSIGNMENT BOOKS  
HIGH SCHOOL HANDBOOK**

All Grades	3.00
All Grades	3.00

**SPECIAL EDUCATION**

Middle School (Resource Room Only) CD and Low Incidence	37.50
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High School (Resource Room Only) CD and Low Incidence	37.50
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All other Special Education students  
will be charged the standard school fee

**CAREER TECHNICAL COSTS**

**JUNIOR AUTO COLLISION**

Range \$ 160.00 - \$ 190.00 (12-13 Fee \$ 60.00)  
\$ 60.00 - \$ 90.00 (reference data, supplies, work shirt, safety glasses)  
\$100.00 - \$ 280.00 (for tools - preferred not required)

**SENIOR AUTO COLLISION** (12-13 Fee \$ 60.00)

Range \$ 60.00 - \$ 90.00 (reference data, supplies, work shirt, safety glasses)

**PRACTICAL NURSING** (12-13 Fee \$ 209.00)

Range \$ 170.00 - \$ 325.00 (kits, labs, handbooks, insurance, NursePac, etc.)

**JUNIOR WELDING**

Range \$ 240.00 - \$ 370.00 (12-13 Fee \$ 90.00)  
\$ 90.00 - \$ 120.00 (supplies, welding jacket, safety glasses)  
\$150.00 - \$ 250.00 (for tools)

**SENIOR WELDING** (12-13 Fee \$ 90.00)

Range \$ 60.00 - \$ 90.00 (supplies, welding jacket, safety glasses)

**AUTO SERVICES** (12-13 Fee \$ 40.00)

Range \$ 40.00 - \$ 60.00 (reference data, supplies, work shirt, safety glasses)

**PRODUCTION WELDING** (12-13 Fee \$ 60.00)

Range \$ 60.00 - \$ 90.00 (supplies)

**HOTEL RESTAURANT & COMMUNITY EMPLOYMENT** (12-13 Fee \$ 40.00)

Range \$ 40.00 - \$ 60.00 (for shirts, sewing supplies, reference materials)

**CLERICAL SERVICES** (12-13 Fee \$ 37.50)

**STUDENT FEE SCHEDULE – ELEMENTARY  
2012-2013**

Kindergarten	51.00
Grade 1	43.00
Grade 2	54.00
Grade 3	45.00*
Grade 4	49.50*
Grade 5	49.50*

\*This fee already includes MAP Assessment fee of \$12.50.

**CO-CURRICULAR FEES  
2012-13**

**HIGH SCHOOL**

	<b>Regular Fee</b>	<b>Reduced Lunch Fee</b>	<b>Free Lunch Fee</b>
Baseball	90.00	45.00	20.00
Basketball	90.00	45.00	20.00
Bowling	90.00	45.00	20.00
Cross Country	90.00	45.00	20.00
Football	125.00	60.00	30.00
Golf	90.00	45.00	20.00
Soccer	90.00	45.00	20.00
Softball	90.00	45.00	20.00
Swimming	90.00	45.00	20.00
Tennis	90.00	45.00	20.00
Track	90.00	45.00	20.00
Volleyball	90.00	45.00	20.00
Wrestling	90.00	45.00	20.00
Cheerleaders	90.00	45.00	20.00
Marching Band	90.00	45.00	20.00
Fall Theater Production	35.00	15.00	5.00
Spring Theater Production	35.00	15.00	5.00

**MIDDLE SCHOOL**

	<b>Regular Fee</b>	<b>Reduced Lunch Fee</b>	<b>Free Lunch Fee</b>
Basketball	80.00	40.00	15.00
Cross Country	80.00	40.00	15.00
Football	90.00	45.00	20.00
Tennis	80.00	40.00	15.00
Track	80.00	40.00	15.00
Volleyball	80.00	40.00	15.00
Wrestling	80.00	40.00	15.00
Cheerleaders	80.00	40.00	15.00
Marching Band	90.00	45.00	20.00

Travel Expense Reimbursement

The district compensates employees who are members of collective bargaining units for transportation expenses when they are required to travel from place to place as part of the ordinary and necessary conduct of their duties, as provided in union agreements.

For non-bargaining unit staff, the district compensates employees for mileage on the basis of annual internal revenue service rules. Actual and reasonable costs of transportation and lodging incurred in the conduct of district business are reimbursed, including hotels and meals, upon presentation of appropriate receipts and the filing of such reimbursement forms as may be prescribed by the Superintendent. The Superintendent and the Treasurer shall establish such Regulations as are necessary to effect this policy.

Adopted by Board: 1/27/86

Revised: 2/24/97

### Inventories & Fixed Assets

The Board, as steward of this District's property, recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The District shall periodically conduct a complete inventory, by physical count, of all District-owned equipment. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or article which retains its shape and appearance with use, is non-expendable, does not lose its identity when incorporated into a more complex unit, and has a minimum purchase price of \$1,000.

This District shall maintain a fixed asset accounting system. The fixed asset system shall maintain sufficient information to permit:

1. The preparation of year-end financial statements in accordance with generally accepted accounting principles;
2. adequate insurance coverage; and
3. control and accountability.

Equipment is inventoried by building, floor and room name or number; each item to be listed individually. Any item that has a model number or serial number has that number noted in the description for full identification. All items assigned to a building are the building administrator's responsibility. (Leased equipment that the District will eventually own must be inventoried.)

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of \$1,000.00 or more and with an estimated useful life of five years or more are tagged and made part of the equipment inventory.

A computer-generated listing of all equipment is supplied to each building and department. This listing is updated annually by the close of the school year. This updated listing is then submitted to the Treasurer's office for computer update.

The Treasurer is assisted by principals, directors, supervisors and professional and support staffs in the performance of this function.

LEGAL REF.: ORC 117.38

Adopted by Board: 6/9/08

Filing Tax Complaints

Section 5715.9 of the Ohio Revised Code authorizes the Board of Education of any school district to file a complaint on the assessment of real property with the county auditor. The county auditor presents such complaints to the county board of revision for consideration.

The policy of the Willoughby-Eastlake Board of Education shall be to file complaints only on industrial and commercial property. Such complaints shall be filed the year after a property changes ownership. Since there are costs related to filing complaints, it is not cost effective to file complaints on all sales in which the selling price is higher than the true value established by the county auditor. Therefore, each year the superintendent and treasurer shall determine the dollar threshold above which complaints will be filed.

Adopted by Board: 9-23-96

### School Food Services

The district's food service program shall comply with state and federal regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, as well as to the fiscal management of the program. The district will participate in the free/reduced price lunch program as regulated by state and/or federal law, regulations, or guidelines.

The Treasurer shall periodically review food service accounts to insure accuracy. Every attempt should be made to operate the food service program on a self-supporting basis, in accord with revenues generated by the food service program.

Vending machines, products, and services also may be installed and operated in buildings; however, no food or beverages, other than those provided by the food service program are to be sold during hours the cafeteria may be serving. Revenues from such vending programs may be used either to support the food service program or a school student activity fund.

It is the intent of this board to encourage the formation of healthful eating habits among its students; to this end, nutritional standards governing types of food sold in the schools, as well as the time during which such foods may be sold, shall be established. Said standards may be revised from time to time, as recommended by the manager of school food services and/or as may be mandated by law.

Standards apply only to sales of food to students during the normal or extended school day, and include foods sold through the district's school food service program in all schools, as well as for any foods sold for fundraising during the school day; they do not apply to food sold during interscholastic events during or outside the regular school day. Additionally, food provided without charge, such as that for student birthday parties, parent donations, and teacher luncheons, is not subject to the same standards, although conformity to such standards is highly recommended.

The district's nutritional standards conform to the nutrient density format and ohio beverage guidelines. All standards are displayed in regulations promulgated by the superintendent of schools.

The Superintendent shall develop such Regulations as may be required to manage the food service program.

Adopted by Board: 7/21/03; 10/10/11

### Purchasing Policy

It is the policy of this District and its business administration to use sound business and ethical practices with the best interest of the taxpayers in mind to reflect the reputation of the District in fair and honest relationships with its vendors.

The "Purchase Order" is a document used to formalize a legal purchase transaction between the school district and vendor. The "Purchase Order" contains the quantity, detailed description of the desired item, the price or cost and the terms of delivery and payment. Upon acceptance by the vendor, the "Purchase Order" becomes a legal, binding document between the district and the vendor; therefore, a "Purchase Order" can only be used by an individual for personal procurement or for monetary or personal gain.

Employees of the school district shall not accept gifts or gratuities from vendors or potential vendors.

The official school district "Letterhead" can only be used for official business of the District and shall not be used for personal use or procurement for monetary gain.

The good name and/or credit of the Willoughby-Eastlake City School District shall be used for the benefit of the school district and shall not be used for personal use or monetary gain.

A violation of this policy shall be sufficient cause for employee reprimand and/or termination.

Adopted by Board: 5/9/83

Authorization for use of Facsimile Signature

The Board of Education authorizes the Treasurer to prepare and utilize a facsimile signature, in lieu of their manual signature, and to affix such facsimile signature to any of the following instruments: checks; drafts; warrants; vouchers; or other instruments for the payment of money and necessary or desirable in connection with the withdrawal of Board funds for and on its behalf. The Treasurer may affix their manual or facsimile signature to the instruments identified so long as they continue to act as such officer/employee. The use of facsimile signatures is expressly approved by the Board. Said checks, drafts, warrants, vouchers, or other instruments for the payment of money may be drawn or relate to the accounts of the Willoughby-Eastlake City School District with the various financial institutions (depositories/banks) with which the District conducts business.

The Board directs that the financial institutions (depositories/banks), with which the District does business, are authorized and requested to accept, honor, cash, pay or transfer, without limit as to the amount or without further inquiry, checks bearing the authorized signature as provided by the immediately preceding paragraph, whether tendered in payment of an individual obligation or deposited in the account of the District. The Treasurer is directed to provide written notice of the adoption of any facsimile signature to the depository from which funds are to be withdrawn, which notice shall include a description of the device to be used, a specimen of such facsimile signature, and a copy of this policy.

Facsimile signature is defined to include, but is not limited to, the reproduction of any authorized signature by a copper plate or by a photographic, photostatic, or mechanical device. Facsimile signature does not include the use of a rubber stamp signature for any of the instruments detailed above.

In order to protect the Board and its employees from loss, damage or expense occasioned by the unauthorized use of a facsimile signature, the Board directs the Treasurer to procure for the District and for the individuals identified above a surety bond in such amount as approved by its legal advisor.

The actual facsimile signature should be maintained under the care, custody and control of the Treasurer's Department.

The Superintendent, Treasurer and Board President are authorized, on behalf of the Board, to sign employment contracts, duly acted upon by the Board, by facsimile signature.

LEGAL REF.: ORC .10, 9.11, 9.12, 9.14, 133.27

Adopted by Board: 6/9/08

Petty Cash

The Board of Education recognizes the convenience afforded the day-by-day operation of the schools by the establishment of one (1) or more petty cash funds. The Board requires the imposition of such controls as will prevent abuse of such funds.

Each custodian of a petty cash fund shall ensure that the funds in his/her care shall be disbursed only for minor expenditures not readily deferred. No petty cash fund may be used to circumvent the purchasing procedures required by law and the policies of this Board. A request for petty cash funds must be made in writing, be signed by the person making the request, and include such supporting documentation as may be appropriate. The petty cash box must be secured daily.

The custodian of each petty cash fund shall prepare a petty cash reimbursement request when the funds available in petty cash have declined to less than twenty-five percent (25%) of the full amount authorized and shall show the disbursements by account numbers. The custodian shall submit the schedule to the Treasurer with a purchase order requesting replenishment in like amount.

LEGAL REFS.: ORC 9.38

Adopted by Board: 6/9/08

### DISTRICT CREDIT CARDS

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the District through the use of credit cards under the supervision of the Treasurer. However, credit cards are not to be used to circumvent the general purchasing procedures required by State law and Board policies.

The Board authorizes the use of credit cards in the following manner:

1. All credit cards issued to and in the name of the District shall be held and supervised by the Treasurer and used only for approved District-related activities.
2. Credit cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff, in accord with such procedures as the Treasurer may prescribe.
3. With prior approval of the Treasurer, credit cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or vouchers.
4. The Treasurer will keep a record of all credit card usage.
5. Receipts and appropriate form(s) as the Treasurer shall devise are to be turned in with the credit card to the Treasurer at the completion of the approved use. Failure to turn in receipts and appropriate form(s) to the Treasurer may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases.

Adopted by Board: 2/9/09

Free Lunch Program

Helping to meet the nutritional needs of students is considered an integral part of the educational responsibility of a school district. The Willoughby-Eastlake Board of Education will follow the policy of providing a free lunch program to those students considered eligible in accordance with the National School Lunch Act as amended by Public Law 91-248.

Adopted by Board: 12/7/70

Amended: 12/11/72

## EDUCATIONAL IMPROVEMENT DONATIONS

It shall be the policy of this district to encourage and to accept donations of money, equipment, materials, and other physical properties, for improving the educational program. Donations shall not be used for operational expenses of the district, unless the donor so specifies, in which case the donation shall be placed in an interest-bearing account, with only accrued interest being used for operational expenses. Restrictions on use(s) for any donation may be specified by the donor, except that no donation for textbooks and roof, driveway or playground repairs shall be accepted which specifies the donation for use in or for a specific building or school; donations of or for playground equipment and/or repairs thereto for a specific building or school shall be accepted. All donations for any purposes shall become the property of the Board of Education; in no case shall a donation constitute a restriction on the authority of the Board to dispose of or allocate to any location any such donation, when the Board deems such to be in the best interest of the District.

Nothing in this policy shall prohibit parents or organizations from contributing as they have in the past to school activities except as provided above.

Adopted by Board: 12/10/84

### Nondiscrimination

The Board of Education, Willoughby-Eastlake City School District, hereby does state its intention to assure compliance with the Rules and Regulations set forth in the following documents:

Title VI and Title VII, Civil Rights Act of 1964

Title IX, Education Amendments OF 1972

Equal Employment Opportunity Act of 1972

Equal Pay Act

Section 504, Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975 Age

Discrimination in Employment Act, P.L. 95-256

Constitution of Ohio, 1-2 3323.01 and 3327.01, et. seq.

ChapterS 3323; 4112

O.R.C. 3313.486

State Board of Education Minimum Standards 3301-35-02 (A-1);  
3301-35-03-(A)

Immigration Reform and Control Act of 1986 (P.L. 99-603)

Americans with Disabilities Act, 42 USC 1202 et. seq.

GENETIC INFORMATION DISCRIMINATION ACT OF 2008, 42 USC  
2000FF ET SEQ.

This is consistent with the dedication of the Board to provide equal educational opportunities and equal employment opportunities and not to discriminate for any reason or purpose on the basis of race, color, creed, national origin, sex, sexual orientation, handicap, citizenship status, age, or legally acquired genetic information.

The compliance officer will be the Assistant Superintendent, 37047 Ridge Road, Willoughby, Ohio, 44094, 975-3759, except for the provisions of Section 504 as they apply to student personnel, and other student related education and program practices, for which the Director of Pupil Services shall act as the compliance officer, who may be reached at the same address, 946-5000.

Complaints of discrimination from staff should follow the grievance procedures outlined in Regulations related to this policy. Complaints from students will follow a three-step procedure: 1) written statement filed initially with the building administrator (or designate) with notification to the appropriate compliance officer, 2) review by the appropriate central office administrator, followed by 3) an appeal to the compliance officer as may be desired by the plaintiff. Complaints from the public shall follow the procedure outlined for students.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in public accommodations and

employment. For the purposes of this policy, a person with a disability is defined as an otherwise qualified individual who:

1. Has a physical or mental impairment which substantially limits one or more major life activities (major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligations under section 504 and ADA, the board of education of the Willoughby-Eastlake School District recognized its responsibility:

- to avoid discrimination in policies and practices regarding its personnel and students;
- to provide equal opportunity for employment;
- to make accessible to persons with disabilities its facilities, programs and activities.

No discrimination against any individual with a disability will be knowingly permitted on the basis of that disability in any of the programs, activities, policies and/or practices in the district. This nondiscrimination obligation shall apply to admission or access to, participation in, or treatment or employment in, the district's programs and activities.

A copy of the Rehabilitation Act of 1973 and Section 504's implementing regulations may be obtained from the district's compliance officer. The compliance officer may be reached at Willoughby-Eastlake School District, 37047 Ridge Rd., Willoughby, OH 44094.

It is the intent of the Board of Education to ensure that students within its jurisdiction who are disabled within the definition of Section 504 are identified, evaluated and provided a free appropriate public education (fape) regardless of the nature or severity of their disabilities. Students may be disabled and eligible for services under Section 504 and this policy even though they do not qualify for or require services pursuant to the Individuals with Disabilities Education Act (IDEA). A student eligible for services under idea shall be served according to that student's individual education plan (IEP). If a student has a physical or mental impairment that substantially limits a major life activity, does not require specially designed instruction to benefit educationally, but does require reasonable but more than standard modifications of the regular classroom or curriculum in order to have the same access to an education as a student without disabilities, then she/he may, if appropriate, be deemed a person with a disability and a Section 504 plan would be developed and implemented in compliance with the applicable law and its implementing regulations. If a student has a physical or mental impairment, but it does not significantly limit her/his learning or other major life activity or he/she does not need modifications to the regular classroom or curriculum greater than what is normally provided to all students, then she/he is not a student with a disability within the definition of Section 504. However, if deemed appropriate, he/she may still be eligible for an intervention assistance team (IAT) plan.

Under Section 504, the Board of Education has the specific responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. Parents/guardian/custodian ("parents") may participate fully in the evaluation process. If the parents disagree with the

determination made by the professional staff of the district, they have the right to file a complaint as describe in the administrative guidelines developed by the superintendent or to request a due process hearing with an impartial hearing officer.

Notice of the board's policy on nondiscrimination in employment and education practices and the identity of the district's compliance officer will be posted throughout the district, and published in any of the district's recruitment statement or general information publications.

The board directs the Superintendent to prepare administrative guideline for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities who qualify for accommodations under Section 504.

The board will provide in-service training and consultation to staff on the education of persons with disabilities, as necessary and appropriate.

The Board directs the Superintendent to develop a system of procedural safeguards which will provide for prompt and equitable resolution of complaints alleging violations of Section 504, ADA and this policy. Due process rights of students with disabilities and their parents under Section 504 will be enforced.

Adopted by Board: 7/21/03; Revised 3/12/12.

## Anti-Harassment, Intimidation, Bullying, and Dating Violence Prevention

This Board of Education believes that all employees and students are entitled to work and study in an environment that is free from harassment. Therefore, harassment based on sex, color, race, national origin, religion, age or handicap, or other types of harassment, intimidation, or bullying, as herein defined, is prohibited. Employees and students who engage in such conduct are subject to disciplinary actions

Harassment under this policy includes, but is not limited to, slurs, jokes, intimidation, or persistent abuse of another, whether physically, verbally, or in writing, which is directed at an individual's sex, color, race, national origin, religion, age, or handicap.

### I. Sexual harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

A. Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or completion of a school-related activity; or Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or

B. Such conduct has the purpose or effect of interfering with an employee's work performance or a student's educational performance, or creating an intimidating, hostile, or offensive work or school environment.

C. Examples of sexual harassment include, but are not limited to, continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; unwanted body contact; sexually degrading words used toward an individual or to describe an individual; and the display in the work place of sexually suggestive objects, pictures, or literature. Sexual harassment does not include personal compliments welcomed by the recipient, or social interactions or relations freely entered into by employees or prospective employees.

### II. Racial/ethnic harassment

Racial harassment includes, but is not limited to, racially/ethnically oriented verbal or written graffiti, "kidding" or demeaning racial/ethnic innuendoes or threats, teasing, jokes, or remarks of a racial/ethnic nature.

District employees have a positive duty to recognize and be alert to incidents of harassment of all kinds, including racial/ethnic harassment, particularly among students, and to intervene appropriately to prevent recurrence of such incidents. All incidences of harassment should be reported at once to the building principal or supervisor or the assistant superintendent, rather than presume the incidents to be unworthy of attention. Any report or complaint by a parent of a student that harassment is occurring shall be regarded as equivalent to a student complaint, and should be handled in the same manner as any other harassment complaint.

### III. Other forms of harassment, intimidation, or bullying

Harassment, intimidation, or bullying, as defined in Ohio revised code, means any intentional and multiple written, verbal, graphic, or physical acts, including electronically transmitted acts, such as, by use of internet, cell phone, personal digital assistant, or wireless hand-held device, (i.e., cyberbullying) either overt or covert, by a student or group of students toward other students or school personnel, including volunteers, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate them. Such conduct, on or immediately adjacent to school grounds, at any school-sponsored activity, on school transportation, or at any official school bus stop, which can reasonably be considered to have the effect of causing mental or physical harm to the other student(s) or school personnel, including placing an individual in reasonable fear of physical harm and/or damaging of personal property, and which is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student(s) or school personnel, is strictly prohibited, and may result in disciplinary action, including suspension and/or expulsion from school.

Beyond addressing complaints, staff are encouraged to be alert to such behavior by students, and help eliminate such through appropriate discussions, counseling, and reinforcement of desirable behavior, as well as prompt interventions in observed incidences of bullying. To the extent funds may be available, the district should conduct training for staff in anti-bullying programs.

### IV. Procedures for investigation of complaints under policy Sections I and II

In the event any employee or student believes he/she has been subjected to harassment as described in this policy, the offended party should bring the matter to the attention of the building principal or the offender's supervisor, who should in turn inform the Assistant Superintendent of the allegations. The building administration should keep a log of all such reported incidents, and send a report to the assistant superintendent at the end of each school year. An initial investigation should be conducted by the building principal or appropriate supervisor for the purpose of establishing the facts of the situation and presenting a recommendation for any needed action to the Assistant Superintendent. Upon a review of the facts and allegations, the Assistant Superintendent will conduct such further investigation as he/she may consider warranted, and advise the person bringing the complaint on how to attempt to resolve the matter directly and informally, or to present the complaint in writing

with such supporting details as may be necessary for an investigation of the charges to be made. The Assistant Superintendent shall investigate the claims and pass his/her findings on to the Superintendent, who shall complete such further investigation as is deemed necessary, and take such final action as is deemed appropriate. If the Assistant Superintendent is the alleged harasser or a witness to the incident(s), the Superintendent shall conduct the investigation. If the complaint is filed against the Superintendent, an outside party selected by the President of the Board shall be secured to conduct the investigation. At any stage of the investigation or resolution process, the complainant may appeal the decision of an administrator to that administrator's immediate superior. If the decision is made by the superintendent, the complainant may appeal to the board of education.

Information regarding an investigation of harassment of any kind shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

In cases of allegations of harassment by one student against another, the charging student should report the situation to the building principal, who will investigate the allegations and report his/her findings and any recommendations to the appropriate Director of Instruction, who will in turn order such remedies as may be needed to resolve or control the issue.

Any individual who reports harassment in bad faith or participates in any harassment investigation in bad faith will be subject to disciplinary action, up to and including discharge consistent with the applicable collective bargaining agreement and law.

#### V. Procedures for other forms of harassment, intimidation, or bullying

##### A. Complaint process:

Informal: Students, parents/guardians, or staff may present an informal, oral complaint or report to a building administrator of behavior they regard to be harassment, intimidation, or bullying. When a staff member observes such behavior, he/she should intervene to stop it, and should also report the incident(s) to the building administrator. Such a report, regardless of its origin, needs to be sufficiently specific about the nature of the behavior, the persons involved, the place(s) and time(s) of the alleged behavior, the target(s) of the behavior, the names of possible witnesses, and such other information as to reasonably allow the person receiving the report to investigate it. The person who receives such a report should record the specifics in writing and send it to the building administrator within one school day. In the event the complaint is against an administrator, the report should be sent to the administrator's immediate supervisor.

Formal: Instead of, or in addition to, an oral complaint, a written report may be submitted, and should contain the same specifics as described in the informal procedure, above. If the written complaint is filed with any person other than the building administrator, it should be forwarded to him/her within one school day. As necessary, staff should assist a complainant in preparing the written complaint. Refusal by a party to file a written complaint should not be taken as evidence the complaint is groundless.

## B. Confidentiality

As with any form of harassment, one who reports a violation of section v may request confidentiality, and, to the extent that action may be taken that does not reveal the identity of the student or other source of the complaint, and is consistent with the due process rights of the alleged violator, such request is to be observed. When a complainant requests confidentiality, an investigator should not provide obvious clues to the identity of the complainant, especially to the alleged perpetrator, during the verification process.

## C. Investigation and reporting

Complaints under section iii of this policy should be investigated promptly, particularly when they are seen by the complainant and/or staff member to constitute a danger to any of the student(s) involved, including the alleged offenders and, when concluded, a written report shall be prepared by the investigator, including findings of fact, witness statements as appropriate, actions taken to address the complaint, and recommendations for further action that should be taken. The report shall be delivered to the building administrator's immediate supervisor, who shall, at the conclusion of each semester, forward a summary report of all such cases to the superintendent, who shall forward the report to the board of education, and the summary shall be published on the district's web site.

## D. Corrective actions

Disciplinary action may not be taken when a charge is unverified.

Upon corroboration of a charge, the building administrator may suspend the offender(s) from school for a period of one to ten days, and may recommend expulsion, observing normal due process rights. The same penalties may be imposed when a person is shown to have retaliated against another for having filed a complaint, or against a person who knowingly files a false complaint. The administrator may also confer with the Director of Pupil Services and such other members of the district's staff as deemed appropriate, or with community police departments or other agencies external to the district as may be useful. In addition to or in lieu of disciplinary procedures, intervention programs may be instituted to resolve and prevent future problems.

VI. Proscribed behaviors as defined in this policy are prohibited while on school property, while in transit to or from school or school activities, or while at school activities. Additionally, any such behavior conducted outside school property or functions, may be subject to disciplinary action when and if such behavior can be deemed to constitute or result in a substantial disruption of the educational process.

## VII. Publication

The Superintendent shall issue such Regulations pursuant to this policy as may be needed for execution of its intent. This policy and pursuant regulations shall be posted in all district buildings, placed in student and staff handbooks, incorporated in whole or in part

or by reference in the student code of conduct (with reasonable penalties), and be the subject of at least one faculty, administrator, and support staff meeting annually in each building. At minimum, such meeting shall include a discussion of staff duties to report incidents of harassment and explain the procedures for reporting such incidents. Students shall be advised, as a part of the normal procedures for informing them of the contents of their handbooks, to become familiar with the anti-harassment policy and procedures. Parents shall be informed annually of this policy in a written form, or by electronic media, such as referral to the district's on-line policy manual.

In accord with Ohio law, the district shall comply with the provisions of Sub. H. B. 19, which requires that staff receive training in recognition and prevention of dating violence; in addition, the district's health courses, or such other courses as the superintendent may from time to time designate, shall include instructional components which address such forms of violence. The district shall publish such regulations and curricula as are needed to implement this policy.

#### Viii. Training

District anti-bullying training shall include staff training in prevention of cyberbullying, and students shall receive instruction in appropriate classes regarding the potential consequences of such behavior, both to themselves and others.

Adopted by Board: 9/25/95

Revised: 1/14/08; 12/12/11; 5/14/12

Responsibilities and Duties

General Regulations - These directions are intended as a guide for the teacher in all relationships as an employee of the school district: Each teacher is responsible to the Superintendent through the administrative officer in charge of the area of his employment. In each building, the principal is the responsible head. He shall determine and administer rules and regulations for the building under authority from the Superintendent. For uniformity, these will be identified in detail in the Administrative Regulations Manual.

The Board of Education in employing a teacher assumes that each teacher is fully aware of, and responsive to, the responsibilities of the teaching profession. It further assumes that the teacher is interested, trained, loyal, prompt and industrious in rendering his best services to the community; that the interrelationship of teacher and parents, children, fellow staff members, and administration will be courteous and of the highest ethical nature.

Adopted by Board: 2/10/64

Revised: 10/29/84

Personnel Equivalence Among Schools

Teachers, administrators, and auxiliary staff personnel including, but not limited to, speech and hearing therapists, social workers, and psychologists are assigned to schools in an equivalent manner. Consideration is given to the number of students within the school attendance area who actually attend that school.

Adopted by Board: 7/11/83

Entry-Year Program for Certificated Personnel

In accordance with Standard 3301-22-02 of the State Board of Education, it shall be the policy of the Willoughby-Eastlake City School District that an entry-year program of support for first-year certificated personnel shall be designed and implemented in accordance with such schedule or over such period of years as may be directed by the Ohio Department of Education.

It shall be the duty of the district Superintendent to:

- A. Sign and file with the Ohio Department of Education a statement of assurances that the district provides an entry-year program for all certificated personnel;
- B. Decide whether to recommend to the Board that an entry-year program be established in cooperation with another district(s);
- C. Provide for participation of currently employed experienced teachers in planning the entry-year program for classroom teachers;
- D. Provide for participation of currently employed experienced educational personnel as defined in the Standard in the planning of the entry-year program for educational personnel;
- E. Select such other agents and/or agencies as may be desirable to participate in planning, implementing, and evaluating the entry-year program;
- F. Maintain a description of the program plan on file in the office of the Superintendent, which plan shall provide:
  - 1. At least one full-time-equivalent mentor (as defined in the Standard) for each fourteen full-time-equivalent first year certificated employees;
  - 2. Criteria and procedures for selecting and assigning a mentor to each first-year certificated employee for one full school year;
  - 3. An initial orientation for first-year employees on these subjects:
    - a. students and community being served by the school;
    - b. school policies, procedures, and routines;
    - c. courses of study, competency-based education programs, and responsibilities for lesson plans;

- d. layout and facilities of the assigned building or buildings;
  - e. a description of the entry-year program which will be provided;
  - f. such additional information as may be needed about a specific assignment.
4. Procedures to ensure that the first-year classroom teacher shall:
- a. receive assistance in acquiring knowledge of the school curriculum, the employee's responsibilities for implementing that curriculum, and the instructional resources available for such implementation; and
  - b. receive assistance with management tasks identified as especially difficult for first-year teachers;
  - c. receive assistance in needed improvement of instructional skills and classroom management.
5. Procedures for giving such assistance to educational personnel as may be needed for the specific assignment.

Mentors shall have experience and certification appropriate to the assignment of the entry-year person or persons and shall have the knowledge, skills, attitudes, and values deemed essential for becoming an effective mentor. A mentor assigned to an entry-year person employed under a specific certificate shall hold the same or a similar certificate as the entry-year employee, unless otherwise agreed to by the entry-year person. Mentors shall be provide with an orientation to mentoring responsibilities, and opportunities to consult with adequate time within the instructional day allocated for such consultation and assistance.

The Superintendent shall conduct an evaluation of the entry-year program at the end of the first year and every five years thereafter, involving administrators, mentors, and entry-year persons therein, and shall document such program revisions as may be made as a result thereof by an addendum to the original program plan or by adoption of a new plan.

Adopted by Board: 4/13/87

### Suspension of Administrative Contracts

This Policy shall govern the suspension of administrative contracts issued pursuant to Ohio Revised Code Section 3319.02. No contract entered into with a member of the administrative staff may be suspended except in the manner provided herein. This Policy was developed with opportunity for input from the District's Superintendent, Treasurer, and all administrators, and is intended to comply with the requirements of Ohio Revised Code § 3319.171.

The Board will consider suspending an administrator's contracts for one or more of the following reasons:

- a. a decrease in the District's enrollment;
- b. a return to duty of an administrator after a leave of absence;
- c. the suspension of schools, closing of a building or territorial changes affecting the District;
- d. financial conditions affecting the District;
- e. reorganization and/or consolidation of administrative functions;
- f. abolishment of a position.

It is recognized that all administrative positions are specialized in nature and that reductions in positions will require the Superintendent's judgment as to systemwide needs. Therefore, determining what positions to cut and whether any bumping will take place will be the prerogative of the Superintendent. Thus, if it is necessary to achieve a reduction in the administrative staff, the Board may proceed to suspend contracts in accordance with the recommendation of the Superintendent. It is expected that a factor, but not necessarily the decisive element, in the Superintendent's determination of which administrators are to be affected by the reduction will be seniority, which includes consideration of a) number of years in the District and the classification in which the administrator is currently serving, b) the total of years in the District in administrative assignments, and c) total number of years of employment in the District. Additional factors which might be considered are administrative evaluations and experience in other districts or other education-related groups. For positions in the office of the Treasurer, the Treasurer shall recommend to the Superintendent the administrative position(s) to be reduced or abolished.

Any administrator whose contract is to be suspended as a result of a reduction in the administrative staff shall be notified, in writing, of the Superintendent's determination to recommend his/her suspension at least fifteen (15) calendar days prior to the Board Meeting at which the action is to be taken. Should a displaced administrator believe he/she has been dealt with in an inequitable manner, he/she may request and will be granted a meeting with the Superintendent prior to the official Board of Education action.

Administrators whose contracts are suspended shall be on an Administrative Recall List for a period of two (2) years from the last day of active employment by the District, or until the administrator's contract of employment has expired, whichever comes first. If the administrator has accepted other full-time employment, he/she loses recall rights. Recall is available to any position previously held by the administrator in the District if an opening occurs, or to a position that becomes vacant or is created for which the administrator is qualified. Recall is accomplished in order of seniority based on years of service in that administrative position. Failure of an administrator to accept an offered position within fifteen (15) days of the offer results in removal of the administrator from the Recall List.

Board Adoption: 1/9/12

Collective Bargaining Authority

In accordance with previous district practice, and pursuant to Chapter 4117 O.R.C., it is the intent of this Board of Education, through such representatives as it may designate or employ, to engage in good faith collective bargaining with employee organizations properly certified as exclusive representatives of district employees.

Negotiated agreements shall have the full force and effect of Board policy and Regulations during the duration of the agreements. Such agreements shall supersede other Board policy and regulations in the event of conflict or contradictions therewith; the Superintendent shall present to the Board for adoption any alterations in policy necessitated by the Board's ratification of a collective bargaining agreement. The Superintendent shall likewise alter or abolish conflicting regulations as may be required, and shall inform the Board of such changes.

Adopted by Board: 1/27/86

General Provisions

The Board of Education shall enter into contracts for the employment of all teachers and shall fix their salaries which may be increased but not diminished during the term for which the contract is made except as provided in 3319.12:

"Each Board of Education shall cause notice to be given annually not later than the first day of July to each teacher who holds a contract valid for the succeeding year, as to the salary to be paid such teacher during such year. Such salary shall not be lower than the salary paid during the preceding school year unless such reduction is a part of a uniform plan affecting the entire district."

Legal Reference: 3319.08, 3319.12

Baldwin, Ohio School Law, 6th edition, p. 582, 595

Drury, Ohio School Guide, 2nd edition, p. 204, 213

Adopted by Board: 7/13/59

Amended: 2/10/64

Term of Contract

The length of term of contract for district administrators and other central office staff is:

Certificated:

Assistant Superintendent	260 Days
Director of Elementary	"
Director of Secondary Education	"
Director of Pupil Personnel Services	"
Senior High Principals	220 Days
Junior High Principals	"
Technical Center Principal	"
Elementary Principals	210 Days
Assistant Secondary Principals	"
Supervisor Comm. Ed. & Instr. Media	"
Industrial Training Center Supervisor	200 Days
Assistant Elementary Principals	200 Days

Classified:

Business Manager	260 Days
Manager of Buildings and Grounds	"
Manager of Food Service	"
Transportation Supervisor	"
Data Processing Supervisor	"

Adopted by Board: 1/8/63

Revised: 3/17/69; 12/11/72; 2/13/78; 11/17/80; 10/29/84

Retirement System

All teachers of the Willoughby-Eastlake Schools are required to be members of the State Teacher's Retirement System and subject to the regulations of Chapter 3307 of the Revised Code of the State of Ohio.

Adopted by Board: 2/10/64

### Appointment of Teachers

The Board of Education shall employ the teachers of the district. In making appointments, teachers in the employ of the Board shall be considered before new teachers. No teacher nor principal shall be employed unless such person is nominated by the Superintendent. The Board of Education, by a three-fourths vote of its full membership, may reemploy any teachers whom the Superintendent refuses to appoint.

It will be the policy of this district that no candidate will be considered for employment unless evidence of satisfactory character and moral standards is provided.

Each teacher should have on file in the Office of the Superintendent by September 1st a valid certificate to make the teacher's contract binding and to make legal the payment of salary. Salary payments may be made for no more than the first two months of employment in the absence of the required certification. It is the responsibility of each teacher requiring temporary certification to make application for such certificates to the Superintendent of Schools on or before August 15.

Each teacher shall file with the Office of the Superintendent an official transcript of credits from the college or college where professional training was acquired.

In achieving the desirable objective of an appropriately prepared staff, it will be the policy of the Willoughby-Eastlake City Schools to employ only fully certificated teachers, with at least a Bachelor's Degree level of training. Variations from this will be limited to exceptions authorized by the State Department of Education.

It will be considered the professional responsibility of the administrators involved, and the local teachers' association, to support procedures and programs which will tend to reduce, and eventually end, the employment of any professional staff members working under temporary certification.

Adopted by Board: 10-28-96

Condition of Employment

It shall be the policy of the Board of Education not to employ members of the immediate family of persons employed as administrators or in administrative offices, except those family members in employ of the Board of Education prior to September 1, 1959.

Adopted by Board: 7/13/59

Verification of Employment Eligibility

The Willoughby-Eastlake Board of Education will comply with all aspects of the Immigration and Reform Control Act of 1986 (P.L. 99-603). The Superintendent shall, through appropriate Regulations, establish procedures to assure compliance.

Federal law requires that all employers, and employees hired after November 6, 1986, complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Immigration and Naturalization Service. All such employees must provide documents that establish both identify and employment eligibility in order for Form I-9 to be completed and signed by both the employee and school district official, which official in this district shall be the Assistant Superintendent.

The Employment Eligibility Verification Form must be retained for three years, or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to an immigration and Naturalization Service or Department of Labor officer upon request.

Adopted by Board: 5/23/88

### Applicant and Employee Background Checks

It is the desire of the Board that the good character of candidates for employment in any capacity, as well as those who volunteer to work in the district without pay, be corroborated. As is required by the Ohio Revised Code, the Superintendent or his/her designee shall request from the Bureau of Criminal Identification and Investigation (BCII) any information which may be available from or through that agency about any applicant, and all employees, using such forms as may be prescribed by BCII. In all cases, applicants shall be informed at the time of application that BCII records will be checked prior to hiring, and all applicants shall indicate by signature that they have been informed of this requirement. Any information received from the BCII shall be considered confidential, and may not be released or disseminated for any purpose other than for the consideration of applicants. If an applicant is not hired, all information received from BCII shall be destroyed, in such a way as to reasonably ensure it will not become available to any unauthorized person. The Assistant Superintendent shall certify such destruction. Any such information is not considered a public record and is hence not open to public inspection. If an applicant is hired, a notation to the effect that a BCII check was conducted, with a negative result, shall be entered into the employee's file. If information warrants termination, the provisions of law and/or collective bargaining agreements shall be followed.

The Superintendent or his/her designee shall enter into such agreements with police departments in the communities as may be necessary for fingerprinting of applicants as required by BCII, or may acquire such equipment and/or training as may be needed to conduct fingerprinting, and is authorized to pay such fees as may be required by BCII. Such fees shall be collected from applicants prior to actual appointment to any position, or shall be deducted from the employee's first pay check. Volunteers who have, or are likely to have, unsupervised access to students, are to be subject to the same checks. The cost of these procedures for volunteers shall be borne by the District.

All criminal background checks shall include information from the federal bureau of investigation.

Bus drivers must have background checks during their recertification process; all other employees shall follow a schedule set out by the state.

Outside contractors designated by the superintendent must certify that any of their employees who work in the district have completed the same background checks. In making such designations, the superintendent shall be guided by state law related to potential contact between the contractor's employees and the district's students.

Adopted by Board: 7/13/92

Revised: 6/30/08

4213.2

### Temporary Certification

In achieving the desirable objective of an appropriately prepared staff, it will be the policy of the Willoughby-Eastlake City Schools to employ only fully certificated teachers, with at least a Bachelor's Degree level of training. Variations from this will be limited to exceptions authorized by the State Department of Education.

It will be considered the professional responsibility of the administrators involved, and of the local teacher's association, to support procedures and programs which will tend to reduce, and eventually end, the employment of any professional staff members working under temporary certification.

Adopted by Board: 9/14/70

Revised: 10/29/84

Physical Examination

- A. Physical and mental health is a condition of employment. Any teacher may be required to submit annually to a doctor's statement as evidence of such. Examination for this purpose may be had without cost to the teacher from a physician appointed by the Board. Alternatively, when requested to submit such evidence, a teacher may elect to engage the services of the physician of the teacher's choice, in which event, the Board will reimburse the reasonable cost of such examination in an amount not to exceed \$45.00.
- B. The Board shall require and provide in accordance with Section 3313.67 of the Ohio Revised Code annual examinations of full time, part time, and substitute teachers and all other school employees to determine if tuberculosis in a communicable stage is present. Such examination may be by chest X-ray or tuberculin test.
- C. The Board shall waive required tuberculin tests or tuberculosis X-rays of an employee upon presentation of a written statement from the employee's family physician certifying that such test has been given within one year and that such employee is free from tuberculosis in a communicable state, or that such test is inadvisable for medical reasons.
- D. The Board will endeavor to establish with the Board of Health the opportunity for a routine Mantoux "TB" test to be administered in the district - preferably in North and South High.

Adopted by Board: 9/11/75

Probation

A teacher eligible for a continuing contract but awarded a one or two year limited contract instead, will be provided with a full statement of inadequacies which exist and conditions which must be corrected before a continuing contract will be issued.

Legal Reference: 3319.11

Baldwin, Ohio School Law, 6th edition, p. 591

Drury, Ohio School Guide, 2nd edition, p. 209

The Superintendent may recommend re-employment of such teacher, if continuing service status has not previously been attained elsewhere, under a limited contract for not to exceed two years, provided that written notice of the intention to make such recommendations has been given to the teacher with reasons directed at the professional improvement of the teacher on or before the thirtieth day of April, and provided that written notice from the Board of Education of its action on the Superintendent's recommendation has been given to the teacher on or before the thirtieth day of April, but upon subsequent reemployment only a continuing contract may be entered into.

Adopted by Board: 2/10/64

### Staff Chemical Dependency

The Board of Education of the Willoughby-Eastlake City School District recognized chemical dependency as a treatable illness often preceded by misuse and abuse. District employees who are so diagnosed shall receive the same consideration and opportunity for treatment that is extended to employees with other types of illness.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. For the purpose of this policy, chemical dependency/substance abuse is defined as the unauthorized use of any drug or alcohol or use in such quantity or frequency as to alter or impair a person's mental, emotional, or physical state or capacity.

Implementation of this policy will not require or result in any special regulations, privileges, or exemptions from the standard administrative practice applicable to job performance requirements. This policy will be implemented in such a manner that an employee with chemical dependency will not have job security or promotional opportunity affected either by the diagnosis itself or by the employee's request for treatment.

It shall be the policy of this board that assistance services shall be made available to any employee with a drug abuse problem which either results in noticeable changes in work performance or which adversely affects an employee's personal or family life. Such employees are to be encouraged to seek information and counseling for resolving problems and to utilize the benefits available under the district's health insurance plan for such problems. Any employee who utilizes treatment, and who is in compliance with the terms of such treatment, shall be granted a period of time to correct any job performance problems resulting from abuse. In cases involving professional treatment, paid leave will be granted for such treatment on the same basis as it is granted for other health purposes. Medical leave may be granted for such treatment when no paid leave is available. The employee may be required to be medically certified as capable of returning to work before being readmitted to his/her worksite. Continuing treatment and periodic reports of the employee's condition may also be required. However, it is the employee's responsibility to correct identified unsatisfactory work performance/behavior, including that which results from drug abuse, and nothing in this policy shall constitute a waiver of the board's responsibility to maintain discipline or take disciplinary action in accordance with provisions of collective bargaining agreements. Any disciplinary action taken under this policy against an employee not covered by the terms of a collective bargaining agreement may be appealed to the board within ten (10) days of such action.

The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records. Likewise, information obtained by school authorities about an employee's chemical dependency or abuse shall be considered as part of the employee's medical record; except as may be required by law or as needed to implement this policy, no person may discuss or otherwise divulge information concerning such matters. Anonymous reports from any source shall not be considered as reasonable cause for any action, but such reports may be shared with the employee only, without prejudice to the employee.

No employee shall unlawfully manufacture, distribute, dispense, sell, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance as defined in federal and state law, or of any counterfeit controlled

substance, in the workplace. Substances which are legally obtainable, but which have not been legally obtained, are included in the definition of controlled substance. Workplace shall be defined as any site for the performance of any work done in connection with the District, including any school building, school property, school-owned or leased vehicles or vehicle used for school or district work purposes, or school-approved vehicle used to transport students to and from school or school activities at sites on or off school property, or at any school-sponsored or school-related activity, event or function, at which students are under the jurisdiction of school authorities. Compliance with the provisions of this policy are mandatory for all district employees.

As a condition of employment, any employee convicted of violating any criminal drug statute while at the workplace must report such conviction to the Superintendent or Assistant Superintendent within five (5) days of such conviction.

Employees who violate this policy shall be subject to disciplinary proceedings in accord with district rules, regulations, procedures, and the terms of collective bargaining agreements, up to and including termination. Any employee in violation of this policy may also be required to participate in a drug-abuse assistance or rehabilitation program approved by the Superintendent. Employees shall also be provided the chance to participate in a drug - free awareness program at least annually.

At the time of employment and annually thereafter, employees shall be given a copy of this policy, and of the Board's resolution adopting it. They shall also be informed of local drug and alcohol counseling, rehabilitation and re-entry programs and services which are available in the community.

In addition to the general provisions of this policy, special rules apply to employees required to maintain a commercial driver's license (CDL), in accord with the omnibus transportation employee testing act of 1991, effective for this District January 1, 1995. The Superintendent is authorized hereby to publish such regulations, enter into contracts, and conduct such union negotiations as shall be necessary to carry out the provisions of federal regulations.

The district shall post notice of the provisions of Ohio's Rebuttable Presumption Law in conspicuous places throughout the district's facilities. The content of such notices shall be displayed in regulations pursuant to this policy.

Adopted by Board: 1/10/05

### Staff Use of Telephones

School district telephones are provided for official school use. However, in order to permit staff members to make necessary personal calls at a minimum inconvenience and loss of time, buildings may designate certain land-line telephones for personal calls by staff. Staff members making such calls will be expected to pay any long distance or toll charges. Staff may not use personal or district cell phones for personal calls while on student instructional or supervisory duty.

Students are not to use the school office telephones except in cases of emergency or by approval of authorized school personnel.

### Cellular Telephones

The Board of Education authorizes the use of district owned cellular telephones by school personnel for the performance of school duties.

1. The Superintendent is hereby authorized to provide district-owned or leased cell phones and phone service to such employees as he/she designates, for the purpose of conducting necessary district business. Cell telephones will be the property of the District.
2. Employees are to avoid use of Board cellular telephones for personal, non-business purposes, and such use is permitted only to the extent of the lease terms, and where there is no incremental cost to the District; additionally, personal calls are not be made during the employee's work time, except in emergency. If personal calls are made or received outside the telephone's lease terms, which generate additional charges, the employee shall reimburse the District for the cost of such calls, to the extent that the personal calls caused the excessive minutes or generated extra charges. To the extent feasible, cell phones should not be used while operating Board-owned vehicles. An employee who receives a district phone shall be informed of these limitations of service.
3. Employees with school owned cellular telephones are responsible for replacement or repair of the telephones that are lost or damaged through negligence. Loss or damage is to be reported immediately to the employee's supervisor, the Treasurer, or Superintendent.
4. The Superintendent may require the inspection or return of any cell phone at any time, and for any reason.
5. In lieu of a district-provided cell phone, the Superintendent may agree to provide a stipend to selected employees for use of a personal cell phone.
6. Upon termination of employment, any district cell phone in an employee's possession shall be returned to the Superintendent.
7. The Board reserves the right to audit all Board provided phones and their use.

Adopted by Board: 8/18/08.

LEGAL REF.: OAC §3301-35-03

## Social Networking Sites

### I. Enforcement authority of Board

- A. It is not the direct responsibility of the Board of Education to monitor, censor, dictate, or suppress staff activity on social networking sites, unless such results in a disruption of schools or constitutes a violation of the Professional Code of Ethics, and that Code is hereby incorporated into Board Policy by reference. In the event Board is made aware of violations of law or ethics, it will take appropriate remedial action.
- B. Information regarding potential abuses and dangers of teacher use of social networking sites shall be provided to staff annually through multiple means; and similar information should be provided annually to students in the district's curriculum.

### II. Policy Intent

- A. The purpose of this policy is to advise not to engage with students in certain types of activities (set forth below in III) on social networking sites (any site on which the majority of content is contributed by the public), and/or through use of personal cell phones.
- B. These caveats notwithstanding, staff have both professional and legal obligations to report to appropriate authority any communication they receive, by whatever means, that they reasonably consider a potential danger to any student or staff member.
- C. Staff should be aware that any information they divulge about themselves or others may be widely distributed, with or without their knowledge and permission, and are advised to use selectivity in giving access to those persons who may enter their pages, particularly by students, by making full and appropriate use of the site's privacy settings.
- D. None of the provisions of this policy are intended to proscribe the appropriate and responsible use of sites related to educational programs during the school day when school staff monitor student activity on such sites, nor to contravene the professional responsibility of staff to students.

### III. Examples of unacceptable activities using social networks, blogs, or other forms of internet communications

- 1. Promote or engage in gossip about any student, parent, or other staff member
- 2. Spread libelous, derogatory, disparaging, defamatory, negative, intimidating or flirtatious statements, including cartoons or jokes or other information about other staff, students, or parents which may reasonably result in personal or professional reputational damage to such person(s).

3. Publish, distribute, or assist in the distribution of nude or sexually explicit texts or suggestive photos, cartoons, jokes, or videos, of themselves or others.
4. Suggest, promote, or advocate student behavior which violates law or school rules.
5. Engage in any electronic communications under the presumption of privacy.
6. Discuss with students the intimate details of their private lives or the private lives of others, including their family members.
7. Engage in electronic communications with students, knowing that parents have prohibited such.
8. Disclose FERPA- protected or other information about any student to any person not authorized to receive it, including, but not limited to, ability scores, grades, behavior, mental or physical health, religious beliefs, and family relationships.
9. Give the appearance that one's opinions represent those of the school or district, directly or by association.

Adopted: 5/9/11

Substitute Teachers

The use, assignment and remuneration of substitute teachers shall be arranged so as to provide optimum educational services during the authorized absence of any of the regularly employed staff members and to conform to the legal requirements of the State of Ohio and the local regulations of the Board of Education. It shall be the policy of the Willoughby-Eastlake Schools to provide for a remuneration schedule which will permit the employment of an adequately trained and available staff, and which will distinguish between long and short term substitute assignment responsibilities. Further, it shall be the policy of this District to administer the substitute use program in such a manner that the regularly employed staff members will not be required to assume additional instructional or supervisory duties arising from the absence of another staff member except where in emergencies substitute services are temporarily delayed or completely unavailable.

Adopted by Board: 12/5/66

Substitute Teachers - Duties

Persons wishing to serve as substitute teachers in the Willoughby-Eastlake School District are required to file an application with the Personnel Department. When the applicant has been accepted and there is on file a valid teaching certificate, a contract will be issued and his or her name will be placed on the substitute teacher list.

The Personnel Department should be notified of any change in address or telephone number of the substitute and also if removal from the list, either permanently or temporarily, is desired.

Substitutes on the list are expected to accept assignments to positions for which they are qualified, unless prevented by unusual circumstances.

Notification of assignments will be made as far in advance as possible. However, most calls will be received between 7:00 and 7:30 a.m. of the day when substitute duties are to be performed. Prompt response to telephone calls will be appreciated. Messages should be taken directly, since delay and misunderstanding may be caused by relayed information. The name of the school for whom the substitute is being obtained and the nature of the work will be specified.

The substitute is expected to be at the school one-half hour before school starts and report to the principal's office. He or she will be shown to the room and provided with regular teacher's plan book to assist with the day's assignments.

The substitute teacher is expected to be on duty the entire school day if called for such day, and to perform the duties, both curricular and extracurricular, of the regular teacher.

- A. A substitute who anticipates being called to serve in the field or grade of preference should be informed as much as possible about the building routines and general policies of the schools. Visitation in the schools would be helpful. The substitute should call the principal to make arrangements for such visitation. Methods, specific techniques, lesson plans, materials used, and the participation of pupils can thus be observed.
- B. Special meetings called to aid the substitute in his or her work should be attended.
- C. The substitute should endeavor, if possible, to preserve the regular routine of the class and perform all duties of the regular teacher.
- D. The substitute is encouraged to attend inservice meetings which regular teachers attend.

Substitute Teachers - Contracts

All teachers, including substitute teachers, shall be employed and paid under a written contract.

Contracts for substitute teachers will be approved only when satisfactory character references are included with the other necessary credentials.

Legal Reference: 3319.08

Baldwin, Ohio School Law, 6th edition, p. 582

Drury, Ohio School Guide, 3rd edition, p. 222

Ohio Attorney-General opinion No. 68-120

Adopted by Board: 11/11/68

Calculation of Long-Term Service

For the purpose of determining the date of the thirty-first day of assignment of a substitute teacher to the same assignment, a substitute teacher shall be permitted to be absent from the assignment due to personal or family illness for no more than one and one-half days during the first thirty days of the assignment; such one and one-half days shall not be considered a break in continuous service. Family illness shall be defined as illness, injury, or death of the employee's father, mother, sister, brother, spouse, children, father-in-law, mother-in-law, grandparents or any relative living in the same household.

A break in the service of a substitute teacher in a single assignment which is due to the temporary return of the regular teacher shall not be treated as a break in continuous service for the purpose of determining the date of the thirty-first day of assignment. However, the "temporary return" of the regular teacher shall not exceed two consecutive days.

This policy shall not be construed to grant to a substitute teacher any vested interest in or right to a long-term assignment.

Adopted by Board: 5/12/86

Compensable/Noncompensable Worktime for Classified Employees

A waiting period of such duration that an employee cannot use it for his/her own purposes or benefit is considered compensable worktime.

Specifically, a waiting period of 45 minutes or less shall be regarded as compensable. This period may be extended beyond 45 minutes in the event that an employee is required to stand by ready for duty, due to a machinery or equipment breakdown or other temporary work shutdown, or when waiting to return students during a field trip or athletic event.

No time shall be compensable, however, if 1) the employee is completely relieved from duty and allowed to leave his/her job; or 2) the employee is told he/she is relieved until a definite specified time; and 3) the relief period is long enough for the employee to use the time as he/she sees fit. Employees who wait before starting their duties because they arrive at the work site earlier than the required time shall also not be deemed compensable for such waiting time.

Adopted by Board: 11/24/86

Salary Payments for Military Leave

Any employee who is a member of the Ohio National Guard or other reserve components of armed forces of the United States is entitled to a leave of absence from his/her position without loss of pay for such time as he/she is in the military service on field training or active duty, for a period of time not to exceed thirty-one days in any one calendar year. The employee's full salary shall be maintained during such periods of absence.

Legal References: 5923.05 O.R.C.; O.A.G. Opinion 70-123

Adopted by Board: 1/27/86

Summer School Teaching: Leave and Substitutes

A person employed to teach in summer school shall be entitled to sick leave at the same monthly rate as teachers in the regular yearly school calendar, whether such person is employed through supplemental, performance, or any other type of contract. Sick leave and reasons for use thereof, shall be defined in the same way as it is defined in collective bargaining agreements with regular teaching staff. Such sick leave, granted solely for use during the term of summer school, shall not be cumulative from year to year; neither shall it be added to other accumulated sick leave earned by the employee by virtue of his/her employment in some other capacity in the district; neither may accumulated sick leave resulting from a summer school teacher's other employment in the district be used for summer school absences. Other types of leaves, except those which may be required by State or Federal law, are not granted to summer school employees.

Summer school teachers shall be paid at the rate set forth in collective bargaining agreements. Substitute pay for summer school work shall be at the same rate as paid to substitutes for the regular school year immediately preceding the summer term.

Adopted by Board: 4/25/88

Effective Date: 4/25/88

Curriculum Development

Teachers will continue to be involved in curriculum and audiovisual development as evidenced in the following:

1. Curriculum and audiovisual development is an ongoing process at the building level, utilizing the cooperative effort of students, teachers and the building principal.
2. Curriculum and audiovisual development within school clusters will be used to facilitate systemwide curriculum coordination.
3. A discussion group consisting of Association and administrative representatives will meet at least once a year for the purpose of facilitating communication and identifying parts of the instructional program that need clarification and revision.
4. Curriculum and audiovisual priorities and implementation will be determined by the building and central administration, based on needs established from the above.

Adopted by Board: 9/11/75

## **HIPAA PRIVACY POLICIES AND PROCEDURES**

### **Introduction**

The Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and its implementing regulations restrict the ability of Covered Entities (including: Health Plans, Health Care Clearinghouses and Health Care Providers) to Use and Disclose Protected Health Information.

“Protected Health Information” (“PHI”) is information, transmitted or maintained in any form or medium, created or received by Covered Entities that relates to the past, present, or future physical or mental health or condition of an Individual; the provision of Health Care to an Individual; or the past, present, or future payment for the provision of Health Care to an Individual; and that identifies an Individual or for which there is a reasonable basis to believe the information can be used to identify an Individual. Protected Health Information includes information regarding persons living or deceased.

It is the policy of the Willoughby-Eastlake City School District’s group health plan (“Health Plan”) to comply fully with HIPAA’s requirements. To that end, all members of Health Plan’s workforce who have access to PHI must comply with these HIPAA Privacy Policies and Procedures (these “Privacy Policy and Procedures”). For purposes of compliance with HIPAA, the term “workforce” includes individuals who would be considered part of the workforce under HIPAA such as employees, volunteers, trainees and other persons whose work performance is under the direct control of Health Plan, whether or not they are paid by Health Plan. When used herein, the term “Employee” includes all of these types of workers.

Health Plan reserves the right to amend or change these Privacy Policies and Procedures at any time (and even retroactively) without notice. These Privacy Policies and Procedures do not address requirements under other federal laws or under state laws. To the extent these Privacy Policies and Procedures establish requirements and obligations above and beyond those required by HIPAA, these Privacy Policies and Procedures shall be aspirational and shall not be binding upon Health Plan. No third party rights (including but not limited to rights of Health Plan participants, beneficiaries, covered dependents, or Business Associates) are intended to be created by these Privacy Policies and Procedures.

### **Health Plan’s Responsibilities as Covered Entity**

#### **I. Privacy Official and Contact Person**

Health Plan has designated the Privacy Officer, Willoughby-Eastlake City School District, 37047 Ridge Road, Willoughby, Ohio 44094, to act as the HIPAA privacy official for Health Plan (the “Privacy Official”). The privacy official is responsible for the implementation and updating of these Privacy Policies and Procedures. Health Plan has designated the Insurance Coordinator, Willoughby-Eastlake City School District, 37047 Ridge Road, Willoughby, Ohio 44094, phone: (440) 975-3760, to be responsible for updating and distributing Health Plan’s Notice of Privacy Practices and to serve as the contact person for Employees and participants who have questions, concerns, or complaints about the privacy of PHI (the “Contact Person”).

## **II. Workforce Training**

Health Plan will train all of its Employees on Health Plan's Privacy Policies and Procedures as necessary and appropriate for Employees to carry out their functions within Health Plan. The Privacy Official is charged with developing training schedules and programs for this purpose. Current Health Plan Employees shall receive training by April 14, 2003. All new Employees shall be trained within a reasonable period of time after they become Employees of Health Plan. Further, any Employee whose job functions are affected by a material change to these Privacy Policies and Procedures shall receive additional training within a reasonable period of time after the material change. All Employee training must be documented.

## **III. Administrative, Technical and Physical Safeguards**

Health Plan will establish appropriate administrative, technical and physical safeguards to prevent PHI from intentionally or unintentionally being Used or Disclosed in violation of HIPAA's requirements. Administrative safeguards include risk analysis and management to guard data Integrity, Confidentiality and Availability. Technical safeguards include limiting Access to information by creating computer firewalls to ensure that only authorized Employees will have access to PHI, that they will have Access to only the minimum amount of PHI necessary for plan administrative functions, and that they will not further Use or Disclose PHI in violation of HIPAA's privacy rules. Physical safeguards include locking doors or filing cabinets where PHI is maintained.

## **IV. Privacy Notice**

Health Plan has prepared a Notice of Privacy Practices that describes:

- the Uses and Disclosures of PHI that may be made by Health Plan;
- the rights of Health Plan's participants; and
- Health Plan's legal duties with respect to PHI.

The Notice of Privacy Practices also provides a description of Health Plan's complaint procedures and includes the name and contact information of the Contact Person.

The Notice of Privacy Practices will be individually delivered to all participants:

- no later than April 14, 2003;
- on an ongoing basis after April 14, 2003, at the time of an Individual's enrollment in Health Plan; and
- within 60 days after a material change to the notice.

Health Plan will also provide notice of availability of the Notice of Privacy Practices to all Health Plan participants at least once every three years.

## **V. Complaints**

Any Individual may make a complaint concerning these Privacy Policies and Procedures or Health Plan's compliance herewith by sending such complaint in writing to the Contact

Person at the address set forth in Section I of these Privacy Policies and Procedures. All complaints and their disposition must be documented.

#### **VI. Sanctions for Violations of Privacy Policy**

Employees who Use or Disclose PHI in violation of these Privacy Policies and Procedures will be subject to appropriate sanctions imposed in accordance with the discipline policy of Health Plan or its Plan Sponsor, up to and including termination of employment.

#### **VII. Mitigation of Inadvertent Disclosures of Protected Health Information**

Health Plan shall mitigate, to the extent possible, any harmful effects that become known to it of any Use or Disclosure of an Individual's PHI in violation of HIPAA or these Privacy Policies and Procedures. If any Employee becomes aware of a Use or Disclosure of PHI, either by an employee of Health Plan or an outside consultant/contractor, that is not in compliance with HIPAA or these Privacy Policies and Procedures, he/she shall immediately contact the Privacy Official so that appropriate steps to mitigate harm to the participant(s) can be taken.

#### **VIII. No Intimidating or Retaliatory Acts; No Waiver of HIPAA Privacy**

No Employee may intimidate, threaten, coerce, discriminate against, or take other retaliatory action against Individuals for exercising their rights, filing a complaint, participating in an investigation, or opposing any improper practice under HIPAA.

No Individual shall be required to waive his/her privacy rights under HIPAA as a condition of Treatment, Payment, or eligibility for benefits.

#### **IX. Documentation**

Health Plan will maintain documentation of all compliance with and implementation of HIPAA's privacy rules for at least six years. Documentation of compliance with and implementation of HIPAA's privacy rules may be maintained in either written or electronic form.

If Health Plan's policies or procedures are changed as necessary or appropriate to comply with changes in the law, standards, requirements and implementation specifications (including changes and modifications in regulations), any such changes must be promptly documented.

If a change in law impacts Health Plan's Notice of Privacy Practices, the Notice must promptly be revised and redistributed to all of Health Plan's participants. Any changes to the Notice of Privacy Practices shall be effective only with respect to PHI created or received after the effective date of the notice.

#### **Policies on Use and Disclosure of PHI**

#### **X. Use and Disclosure Defined**

Health Plan will Use and Disclose PHI only as permitted under HIPAA. The terms "Use" and "Disclosure" are defined as follows:

- "Use" is the sharing, employment, application, utilization, examination, or analysis of PHI by any person working within or on behalf of Health Plan.

- “Disclosure” is any release, transfer, provision of access to, or divulging in any other manner of PHI to persons outside Health Plan.

#### **XI. Employees must Comply with These Privacy Policies and Procedures**

All Employees of Health Plan must comply with HIPAA and these Privacy Policies and Procedures and are required to sign a confidentiality agreement for this purpose.

#### **XII. Access to PHI is Limited to Certain Employees**

Only the following Employees shall have access to PHI:

- Employees who perform plan administration functions directly on behalf of Health Plan; and
- Employees who receive PHI relating to Payment, Health Care Operations or other matters pertaining to Health Plan in the ordinary course of business.

Health Plan has identified these Employees as the classes of persons who need access to PHI to carry out their duties. The Privacy Official is responsible for determining, for each of these Employees, the category or categories of PHI to which access is needed. Reasonable effort shall be made to limit the access of these Employees to the category or categories of PHI needed to carry out their duties.

#### **XIII. Permitted Uses and Disclosures: Payment and Health Care Operations**

PHI may be Disclosed for Health Plan’s own Payment purposes, and PHI may be Disclosed to another Covered Entity for the Payment purposes of that Covered Entity.

“Payment” includes activities undertaken to obtain plan contributions or to determine or fulfill Health Plan’s responsibility for coverage and provision of benefits under the plan, or to obtain or provide reimbursement for Health Care. Payment also includes: eligibility and coverage determinations including coordination of benefits and adjudication or subrogation of health benefit claims; risk adjusting based on enrollee status and demographic characteristics; and billing, claims management, collection activities, obtaining payment under a contract for reinsurance (including stop-loss insurance and excess loss insurance) and related health care data processing.

PHI may be Disclosed for purposes of Health Plan’s own Health Care Operations. PHI may be disclosed to another Covered Entity for purposes of the other Covered Entity’s quality assessment and improvement, case management, health care fraud and abuse detection programs, review and evaluation of professionals, plan performance or for provider training, if the other Covered Entity has (or had) a relationship with the participant and the PHI requested pertains to that relationship.

“Health Care Operations” means any of the following activities to the extent that they are related to plan administration: conducting quality assessment and improvement activities; reviewing Health Care professionals or Health Plan performance; underwriting and premium rating; conducting or arranging for

medical review, legal services and auditing functions; business planning and development; and business management and general administrative activities.

#### **XIV. Mandatory Disclosure of PHI to Individual and DHHS**

A participant's PHI must be disclosed as required by HIPAA in two situations:

- The Disclosure is to the Individual who is the subject of the information; and
- The Disclosure is made to the Secretary of the U.S. Department of Health and Human Services for the purposes of enforcement of HIPAA.

#### **XV. Permissive Disclosures of PHI when Additional Requirements are Met**

PHI may be Disclosed in certain situations without a participant's authorization, when specific requirements are satisfied. The Privacy Official should be consulted for specific requirements that must be met before these types of disclosures may be made. The permissive Disclosures are:

- Disclosures to family and friends;
- Disclosures about victims of abuse, neglect or domestic violence;
- Disclosures for law enforcement purposes;
- Disclosures for public health activities;
- Disclosures for health oversight activities;
- Disclosures about decedents;
- Disclosures for cadaveric organ, eye or tissue donation purposes;
- Disclosures for certain limited research purposes;
- Disclosures to avert a serious threat to health or safety;
- Disclosures for specialized government functions;
- Disclosures that relate to worker's compensation programs; and
- Disclosures for limited marketing activities.

#### **XVI. Disclosures of PHI Pursuant to an Authorization**

PHI may be Disclosed for any purpose if an authorization that satisfies all of HIPAA's requirements for a valid authorization is provided by the participant. All Uses and Disclosures made pursuant to a signed authorization must be consistent with the terms and conditions of the authorization. An Authorization for Use or Disclosure of PHI form shall be provided to any participant upon request.

#### **XVII. Complying with the "Minimum Necessary" Standard**

HIPAA requires that when PHI is Used or Disclosed, the amount Disclosed generally must be limited to the "minimum necessary" to accomplish the purpose of the Use or Disclosure.

The "minimum necessary" standard does not apply to any of the following:

- Uses or Disclosures to a Health Care Provider for Treatment;
- Uses or Disclosures made to the individual;
- Uses or Disclosures made pursuant to a valid authorization;
- Disclosures made to the Secretary of the U.S. Department of Health and Human Services;
- Uses or Disclosures required by law; and
- Uses or Disclosures required to comply with HIPAA.

All other Disclosures must be reviewed on an individual basis with the Privacy Official to ensure that the amount of information disclosed is the minimum necessary to accomplish the purpose of the Disclosure. Whenever possible, effort should be made to obtain written representation from the party seeking Disclosure that the requested PHI is the minimum necessary for the stated purpose.

When making requests for Disclosure of PHI, Employees should limit the amount requested to that reasonably necessary to accomplish the purpose for which the Disclosure is requested. All Employee requests for Disclosure of PHI should be reviewed on an individual basis with the Privacy Official to ensure that the amount of information requested is the minimum necessary to accomplish the purpose of the Disclosure.

### **XVIII. Contracts with Business Associates**

Employees may Disclose PHI to Health Plan's Business Associates and allow Health Plan's Business Associates to create or receive PHI on Health Plan's behalf once Health Plan has obtained satisfactory assurances from its Business Associates that they will appropriately safeguard PHI. If any Employee is unsure whether an outside consultant or contractor has entered into a Business Associate Agreement with Health Plan, the Employee must contact the Privacy Official and verify that a Business Associate Agreement is in place.

A Business Associate is any entity or person who performs or assists in performing a Health Plan function or activity involving the Use or Disclosure of PHI (including claims processing or administration, data analysis, underwriting, etc.); or provides legal, accounting, actuarial, consulting, data aggregation, management, accreditation, or financial services, where the performance of such services involves giving the service provider access to PHI.

### **XIX. Plan Sponsor**

Willoughby-Eastlake City School District ("Plan Sponsor") is the Plan Sponsor of Health Plan. Health Plan (or any person or entity acting on behalf of Health Plan) may Disclose PHI to Plan Sponsor to permit Plan Sponsor to carry out Health Plan administration functions, provided Health Plan has received certification by Plan Sponsor that Health Plan's plan documents have been amended as required by HIPAA. Prior to such certification by Plan Sponsor, Health Plan may Disclose Summary Health Information to Plan Sponsor for the purpose of: (1) obtaining premium bids from Insurers for providing health insurance coverage, or (2) modifying, amending, or terminating

Health Plan. Health Plan may also disclose to Plan Sponsor information on whether an Individual is participating in Health Plan, or is enrolled in or has disenrolled from a health insurance issuer or HMO offered by Health Plan.

## **XX. Disclosures of De-Identified Information and Limited Data Sets**

Health Plan may freely Use and Disclose de-identified information. There are two ways that information can be de-identified: either by professional statistical analysis or by removal of 17 specific identifiers plus any other unique identifying number, characteristic or code.

De-identified information is Health Information that does not identify an Individual and with respect to which there is no reasonable basis to believe that the information can be used to identify an Individual. PHI that does not fully meet the requirement for de-identification may still be a limited data set. Health Plan may Use a “limited data set” or Disclose it to another Covered Entity for purposes of research, public policy, or Health Care Operations if Health Plan obtains satisfactory assurance, in the form of a data use agreement, that the limited data set recipient will only Use or Disclose the information for limited purposes. Employees must consult with the Privacy Official prior to disclosure when relying on the status of information as De-identified or part of a limited data set.

### **Participant’s Rights**

## **XXI. Access to Protected Health Information and Requests for Amendment**

HIPAA gives participants the right to access and obtain copies of their PHI that Health Plan (or any Business Associate on behalf of Health Plan) maintains in a Designated Record Set. HIPAA also provides that participants may request to have their PHI amended. Health Plan will provide participants access to their PHI and will consider requests for amendment that are submitted in writing by participants. Individual Request to Access Health Information and Individual Request to Amend Health Record forms shall be provided to any participant upon request.

Health Plan must respond to request for Access or amendment within 60 days. If an Employee is aware that Health Plan may be unable to address Access or amendment requests within 60 days, the Employee should seek to extend the period by 30 days, by providing the participant notice (including the reason for the delay and the date by which Health Plan will complete its action on the request) within the original 60 day period.

Designated Record Set is a group of records maintained by or for Health Plan that includes: (1) medical and billing records about Individuals, enrollment, Payment, claims adjudication and case or medical management about records of an individual; or (2) other PHI Used, in whole or in part, by or for Health Plan to make coverage decisions about an Individual.

## **XXII. Accounting**

An individual has the right to obtain an accounting of certain Disclosures of his/her own PHI. This right to an accounting extends to Disclosures made in the last six years, other than Disclosures:

- to carry out Treatment, Payment or Health Care Operations;

- to Individuals about their own PHI;
- incident to an otherwise permitted Use or Disclosure;
- pursuant to an authorization;
- for purposes of creation of a facility directory or to persons involved in the patient's care or other notification purposes;
- as part of a limited data set; or
- for national security or law enforcement purposes.

Health Plan must respond to an accounting request within 60 days. If an Employee is aware that Health Plan may be unable to provide the accounting within 60 days, the Employee should seek to extend the period by 30 days, by providing the participant notice (including the reason for the delay and the date the information will be provided) within the original 60-day period.

Accountings must include dates of Disclosures, names of the receiving party(ies), a brief description of the information Disclosed; and a brief statement of the purpose of the Disclosure (or a copy of the written request for Disclosure, if any).

The first accounting in any 12 month period shall be provided free of charge. The Contact Person may impose reasonable production and mailing costs for subsequent accountings.

### **XXIII. Requests for Alternative Communication Means or Locations**

Participants may request to receive communications regarding their PHI by alternative means or at alternative locations. For example, participants may ask to be called only at work rather than at home. Such requests may be honored if, in the sole discretion of Health Plan, the requests are reasonable. Health Plan shall accommodate such a request if the participant clearly provides information that the disclosure of all or part of that information could endanger the participant.

A Confidential Communication Request form shall be provided to any participant upon request. The Contact Person has the responsibility for reviewing requests for receiving confidential communications and may condition the accommodation of such on the provision of Payment and contact information.

### **XXIV. Requests for Restrictions on Uses and Disclosures of Protected Health**

#### **Information**

A participant may request restrictions on the Use and Disclosure of the participant's PHI. Health Plan may honor such a request if, in the sole discretion of Health Plan, the request is reasonable. A Request to Restrict Use or Disclosure of PHI form shall be provided to any participant upon request. The Contact Person is charged with the responsibility for reviewing requests for restrictions.

Adopted by Board: 4/14/03

Classified Job Descriptions

There shall be a written job description for each classified job title. Included therein shall be at least the following elements:

- Name of classification and job title
- Immediate job supervisor
- Qualifications and skills required for the position
- Duties/performance responsibilities
- Salary, wages, other compensation
- Other terms and conditions of employment as necessary
- Coverage by collective bargaining unit
- Length of contract day and year

Employee evaluation forms shall be promulgated as part of Administrative Regulations or collective bargaining agreements.

Contracts and wage and salary notices for classified personnel shall be issued in accordance with the Ohio Revised Code and such negotiated agreements as are applicable.

Adopted by Board: 1/27/86

ASSISTANT CUSTODIAN  
(Class II)

JOB DESCRIPTION

Responsibility: Reports to the Plant Supervisor and/or Night Supervisor

Job Goal: To provide a clean, comfortable and safe physical environment so that children may enjoy the fullest possible advantage from the district's curriculum and extracurricular program. (The following responsibilities are general and should not be construed as limiting other necessary job assignments covering day-to-day activities.)

Specific Duties:

1. Dust, sweep, damp mop, wipe assigned areas, louvers, sinks, shelves, sills, furniture, mirrors, windows, chalkboards, tackboards.
2. Clean restrooms in assigned area.
3. Empty pencil sharpeners, wastebaskets.
4. Burn or otherwise dispose of trash.
5. Operate and maintain vacuum cleaner.
6. Fill restroom and other dispensers.
7. Flag display.
8. Lawn, shrubbery, and grounds maintenance within assigned area.
9. Shovel, plow, or sand walks, steps as needed.
10. Clean boilers and univent filters.
11. Replace broken classroom windows, if less than four.
12. Help care for all equipment used in operation of physical plant.
13. Assist drivers by unloading trucks and storing supplies.
14. Replace burned-out light bulbs, fluorescent tubes, univent filters when necessary.
15. Clean light fixtures, clean and replace gym lights.
16. Clean roofs.
17. Clean up after sick children.
18. Remove all writing from outside of building where possible.
19. Wash inside and outside windows.
20. Scrub and wash floors, with special attention to heavily-frequented areas.
21. Strip, seal, and re-wax floors when necessary.
22. Report major repairs needed to the Plant Supervisor.
23. Report damage to school property to the Plant Supervisor.
24. Patrol school grounds.
25. Spray buff floors as needed.
26. Clean acoustical ceiling tile and light fixtures.
27. Vacuum clean and shampoo carpeting.

28. Do small paint jobs.
29. Clean entrance mats.
30. Assist in closing bleachers.
31. Assist in setting up for extracurricular activities.
32. Compact rubbish (operate compactor).
33. Operate automatic scrubber.
34. Set up and dismantle scaffolding.
35. Help with inventory of supplies, equipment, and fuel so that necessary custodian materials are always available.
36. Assist other custodial staff where time permits and when necessary to the maintenance of a clean school building.
37. Help with responsibility for closing building each day and for determining, where no subsequent shift is on duty, that all doors are secured and that all lights, with certain exceptions, are extinguished.
38. As a training experience and/or in the absence of regularly assigned personnel, winter cleaning of parking areas and driveways; operate boilers and univents; make minor furniture, equipment and blind repair; install screens, maps, and door stops; replace washers in faucets; replace or repair floor tiles; grease/oil motors and change belts.
39. Perform such other tasks, primarily, but not exclusively, within the expertise of this classification as may be assigned by the Plant Supervisor, Principal, or Buildings and Grounds Manager.

#### Qualifications:

##### 1. Knowledge, Skills, Abilities

Knowledge of general cleaning procedures, e.g., dust mopping, damp mopping, wall cleaning, carpet shampooing, univent filter cleaning. Ability to use tools, including rotos, high-speed buffers, wet/dry vacuums, upright vacuums, power mowers/trimmers, shovels, etc. Ability to lift objects in unloading trucks and moving furniture and school equipment; to perform minor repairs and maintenance and provide routine care for equipment used in a school; to recognize cleaning/maintenance or safety problems and correct.

##### 2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent desirable.

4. Experience

Three to eighteen months' experience in similar housekeeping situation, either public or private.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

- E. The substitute should be prompt in arrival. By arriving promptly, necessary instructions can be received and materials needed for the day can be assembled more readily.
- F. The substitute should make whatever reports are asked for, both for information of the office and for the regular teacher. Blanks will be provided by the building principal for necessary reports. Brief reports will be sufficient in cases of absence for one or two days. If the teacher's absence has been an extended one, the report shall be more comprehensive, giving the teacher a summary of what was accomplished and an estimate of the pupil's progress. If a class received favorable rating from the substitute, it should be commended by both the principal and the teacher.
- G. The substitute should make and record any assigned work for the day.
- H. The substitute should report to the principal or to someone assigned by him before leaving the building at the close of the day.
- I. The substitute will be expected to exhibit a good professional attitude. Each teacher has a program which is intended to bring about good results. Try to help achieve the goals set by the regular teacher. The school principal is the head of the building. Substitutes are responsible to him and shall look to the principal for help and guidance. Criticism of the school or of the regular teacher's program is difficult without thorough knowledge of the program. Good professional ethics require that any questions, complaints, and criticisms should be brought directly to the principal.
- J. It shall be the responsibility of the building principal to evaluate substitute teachers and tutors after the fifth day in the same assignment.

Adopted by Board: 9/11/75  
Revised: 11/17/80; 10/29/84

ASSISTANT DAY CUSTODIAN  
(Class III)

JOB DESCRIPTION

Responsibility: Reports to the Plant Supervisor, Night Supervisor, or Building Administrator.

Job Goal: To provide a clean, comfortable and safe physical environment so that children may enjoy the fullest possible advantage from the district's curriculum and extracurricular program. (The following responsibilities are general and should not be construed as limiting other necessary job assignments covering day-to-day activities.)

Specific Duties:

1. The assistant day custodian will perform any assigned tasks required of a Class II custodian as well as assist the Plant Supervisor in a preventive maintenance program for both building and grounds.
2. The assistant day custodian will perform other duties as assigned by the Plant Supervisor and/or Principal/Building Administrator.
3. Perform minor repairs and maintenance, as well as be responsible for the care of all equipment used in operation of the physical plant (including preventive maintenance).
4. Maintain inventory of supplies and equipment and submit orders, as needed.
5. Working knowledge of operation and maintenance of heating/ventilation systems, plumbing, minor electrical/lighting systems, power lawn equipment, and hand tools.
6. Maintain boiler logs and fire inspection logs, as well as any other records needed for the safe operation of the plant.
7. Perform such other tasks, primarily, but not exclusively, within the expertise of this classification, as may be assigned by the supervisor.

Qualifications:

1. Knowledge, Skills, Abilities

Knowledge of general cleaning procedures, e.g., dust mopping, damp mopping, wall cleaning, carpet shampooing, univent filter cleaning. Ability to use tools, including rotos, high-speed buffers, wet/dry vacuums, upright vacuums, power mowers/trimmers, shovels, etc. Ability to lift objects in unloading trucks and moving furniture and school equipment; to perform minor repairs and maintenance and provide routine care for equipment used in a school; to recognize cleaning/maintenance or safety problems and correct.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent desirable.

4. Experience

One to three years' experience as Custodian, Class II, or other custodial work.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

GENERAL MAINTENANCE (B)  
(Class III)

JOB DESCRIPTION

Responsibility: In the performance of his duties, the groundskeeper reports to the Buildings and Grounds Manager.

Job Goal: To provide students with an attractive and safe, natural environment in which to learn.

Specific Duties:

1. Maintains and cares for school grounds.
2. Prepares seeding or transplanting beds by cultivating soil and adding fertilizer, if needed.
3. Plants seeds, bulbs, tree seedlings, and shrubbery so that resulting growth will produce attractive appearance.
4. Prunes trees and trims hedges to promote growth and improve appearance.
5. Mows and trims lawn, with hand or power mower.
6. Connects sprinkling equipment and waters lawn and flower beds.
7. Inspects flowers, shrubs, and trees for evidence of insects, fungi, and other pests and sprays or dusts infected areas.
8. Adjusts, services, and repairs such equipment as lawnmowers, sprinklers, hedge shears, chain saws, etc.
9. Operates snow removal equipment, shovel or tractor, to remove snow from sidewalks and driveways and spreads sand, salt, or ashes to prevent slipping.
10. Collects and disposes of leaves and refuse.
11. When necessary in absence of carpenter, repairs outdoor chairs and benches.
12. Works inside during winter months, primarily in performance of preventive maintenance on all grounds equipment.
13. Rolls and lines athletic fields.

14. Operates heavy equipment such as tractors, front end loaders, back hoe, etc.
15. Grooms/levels infields; outdoor cinder trails.
16. Performs other tasks, primarily, but not exclusively, within the expertise of this classification, as requested by the Buildings and Grounds Manager.

Qualifications:

1. Knowledge, Abilities, Skills

Knowledge of safe work procedures. Knowledge of and ability to use tools to include power mower, fertilizer spreader, mechanical leaf and grass sweeper, hoes, shovels, lawn sprayer and snow removal equipment. General knowledge of shrubs, flowers, grass, seeding, mowing, cultivating, pruning, spraying, and cutting flowers. Knowledge of proper watering and fertilizing techniques for trees and shrubs and to include minor tree trimming. Physically able to lift and carry up to 80 pounds and to operate grounds machinery; absence of any physical or mental condition which would cause employee to be dangerous to self or others. Knowledge and ability to adjust, service, and repair grounds equipment, lawn mowers, sprinklers, chain saws, etc. Ability to communicate in writing; to prepare reports and keep records. Ability to benefit from training on equipment and in correct procedures.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent required. Valid Ohio driver's license.

4. Experience

Two to five years prior experience in grounds maintenance work (may substitute for formal training, except for diploma). Experience in school setting helpful.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

### Truck Driver /Courier (Class IV B)

Responsibility: Reports to Warehouse Supervisor

Goal: Distribute equipment, mail, packages, and other materials/supplies among all the district buildings on an expeditious daily schedule.

Typical Duties:

1. Picks up and delivers payroll, mail, printing service items, and other documents.
2. Picks up and delivers designated equipment and maintenance supplies as needed and delivers same to designated buildings.
3. Provides messenger services and conducts errands for Central Office administration.
4. Maximizes efficiency by incorporating all delivery functions into a single daily run.
5. As may be needed, assists Warehouse Supervisor in maintenance of warehouse area grounds/facilities/inventory.
6. Perform such other tasks as directed by the Warehouse Supervisor.
7. NOTE: Said employee may be transferred after the school year to different functions e.g., grounds work, until the following school year commences.

Qualifications: (Criminal background check required.)

1. Knowledge, skills, abilities

Physical ability to consistently lift up to 80 pounds. Valid Ohio Driver's License; ability to drive a step-van or truck; good driving safety record..

2. Personal Traits

Be neat and well-groomed; willing to work cooperatively with others by taking direction and offering suggestions on work processes. Concern for well-being of fellow employees, students, and public, and the public image of the district. Ability and willingness to learn, apply new knowledge to solve problems, and adapt to changing circumstances. Diligent, dependable, punctual, friendly; willingness to respond to emergency calls to work.

3. Education/training/experience

High school diploma required. Stockroom and/or delivery experience preferred.

Term of Contract: 12 Months (260/261 days)

Evaluation/Vacation/Holidays/Other Benefits: Per union contract terms.

Bargaining Unit: OAPSE Local 163

Previous Policy Adopted by Board: 6/12/89; Rev. 6/4/12

TRUCK DRIVER  
(Food Service)  
(Class III)

JOB DESCRIPTION

Responsibility: Reports to Food Service Manager

Job Goal: To deliver food to cafeterias with good sanitation and on the schedule mandated by Food Service Manager.

Specific Duties:

1. See that food trucks are in suitable condition to transport food.
2. Adhere to a schedule for delivery of food to appropriate cafeteria locations; from base kitchens to satellites.
3. Maintain high standards of sanitation of delivery equipment and person.
4. Perform light maintenance work on cafeteria equipment.
5. Supervise and deliver warehouse materials and maintain cafeteria warehouse materials inventory.
6. Pick up and deposit of daily receipts.
7. Perform such other tasks primarily, but not exclusively, within the expertise of this classification as are requested by the Director of Food Services and/or the Director of Buildings and Grounds.

(An employee in this position may be transferred to other work in the district.)

Qualifications:

1. Knowledge, Skills, Abilities

Ability to drive a step-van. Knowledge of sanitation regulations and inventory procedures as they relate to food products. Physically able to lift and carry containers weighing up to 80 pounds. Knowledge of general cleaning procedures, e.g. dust mopping, damp mopping, wall cleaning, carpet shampooing, etc.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well being and safety of students, staff and public; and promoting best possible image for the district.

Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls for work.

3. Education/Training

Chauffeur's license. High school diploma or equivalent desirable.

4. Experience

Stockroom or delivery service experience is helpful.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

TRUCK DRIVER  
(Warehouse)  
(Class III)

JOB DESCRIPTION

Responsibility: Reports to Warehouse Manager

Job Goal: To assist in the operation that ensures full efficiency in the acquisition and disposition of educational and custodial supplies.

Specific Duties:

1. Unpacks items received and inspects for damage or defects.
2. Verifies accuracy of shipment by counting, weighing, or measuring items and comparing size, weight, description, and code numbers with information on invoice or packing slip and purchase order; records any discrepancies or damage.
3. Marks identifying information on items for inventory purposes.
4. Stores items according to established procedures.
5. Takes items from stock to fill requisitions and carries them or delivers them to requesting school district building; obtains authorized signature for supplies.
6. Takes physical count periodically of stock on hand and verifies count with inventory control totals.
7. Maintains storeroom in orderly manner.
8. Trains substitute staff in receiving and issuing supplies and maintaining perpetual inventories.
9. Performs such other tasks, primarily, but not exclusively, within the expertise of this classification, as are requested by Business Manager or Warehouse Manager.

Qualifications:

1. Knowledge, Skills, Abilities

Ability to drive a step-van. Knowledge of warehousing and inventory procedures. Competency in basic mathematical computations. Physically able to lift and carry containers weighing up to 80 pounds.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of team. Concern for well being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls for work.

3. Education/Training

Chauffeur's license. High school diploma or equivalent desirable.

4. Experience

Warehouse or delivery service experience is helpful.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

ASSISTANT MAINTENANCE  
(Class X)

JOB DESCRIPTION

**Responsibility:** In the performance of his/her duties, the assistant maintenance worker reports to the Buildings and Grounds Manager.

**Job Goal:** To assist in providing students with an attractive and safe environment in which to learn by maintaining the physical plant.

**Specific Duties:**

1. Assists electrician in maintaining safe condition of electrical fixtures and equipment.
2. Assists plumber in maintaining pipes, drains, and other plumbing fixtures and outdoor sprinklers.
3. Assists carpenters in maintaining flooring, doors, windows, frames, hardware, and other structural elements of district facilities, and helps in erection of scaffolding, formation of concrete forms, and similar nonstructural projects related to repairs and construction.
4. Assists heating/ventilating person in the performance of his/her duties.
5. As needed, performs grounds work, snow removal and other tasks, primarily, but not exclusively, within the expertise of this classification, as may be directed by the Manager of Buildings and Grounds.

**Qualifications:**

1. Knowledge, Abilities, Skills

Knowledge of safe work procedures; knowledge of and skill in operation of common equipment used in grounds work, including snow removal; grass cutting, etc. Physically able to lift and carry up to 80 pounds and to operate grounds machinery; absence of any physical or mental condition which would cause employee to be dangerous to self or others. Sufficient intelligence and manual dexterity to learn techniques and tools of carpentry, plumbing, electrical repair, heating, ventilating, and air conditioning. Ability to

communicate in writing; to prepare reports and keep records. Ability to benefit from training on equipment and in correct work procedures.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent required; training in one or more trade highly desirable.

4. Experience

Mechanical or building trades experience (may substitute for formal training, except for diploma).

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adpted by Board: 6/12/89

UTILITY BUS MECHANIC  
(Class X)

JOB DESCRIPTION

Responsibility: Reports to the Head Bus Mechanic.

Job Goal: To provide maintenance, service, and repair for the district buses and other vehicles to ensure safety and maximum operation efficiency.

Specific Duties:

1. Tire repair (unless subcontracted) and vehicle lubrication and oil change.
2. Minor repairs as directed by other mechanics.
3. Assist other mechanics as needed.
4. Assist in emergency road service.
5. Participate in in-service training programs as directed by the Transportation Manager.
6. Perform other duties, primarily, but not exclusively, within the expertise of this classification, as assigned by the Transportation Manager or Head Bus Mechanic.

Qualifications:

1. Knowledge, Skills, Abilities  
  
Knowledge of and ability to use tools and to follow correct procedures in repair/maintenance of vehicles, both gasoline and diesel.
2. Personal Traits  
  
Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.
3. Education/Training

High school diploma or equivalent required; formal training in vehicle maintenance/repair desirable.

4. Experience

One to five years experience in vehicle maintenance/repairs.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

BUS MECHANIC  
(Class XIII)

JOB DESCRIPTION

Responsibility: Reports to Head Bus Mechanic.

Job Goal: To provide maintenance, service, and repair for the district buses and other vehicles to ensure safety and maximum operation efficiency.

Specific Duties:

1. Diagnose, service, and repair district-owned vehicles (mechanical, body work, painting).
2. Inspect vehicles for routine maintenance, service, and repair.
3. Inform Head Bus Mechanic of needed parts and supplies.
4. Maintain work records as to job hours, operations performed, parts used, as required by the Transportation Manager.
5. Road test all repaired vehicles as required.
6. Participate in in-service training programs as required by the Transportation Manager.
7. Shovel, plow, or salt walks, steps, parking areas and driveways, as needed within assigned areas.
8. Perform other duties, primarily, but not exclusively, within the expertise of this classification, as assigned by the Transportation Manager or Head Bus Mechanic.

Qualifications:

1. Knowledge, Skills, Abilities

Knowledge of and ability to use tools and to follow correct procedures in repair/maintenance of vehicles, both gasoline and diesel.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and

promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent required; formal training in vehicle maintenance/repair desirable.

4. Experience

One to five years experience in vehicle maintenance/repairs.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

CARPENTER  
(Class XIII)

JOB DESCRIPTION

Responsibility: In the performance of his duties, the carpenter reports to the Buildings and Grounds Manager.

Job Goal: To help maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Specific Duties:

1. Assumes primary responsibility as a carpenter for the safe condition of flooring, door frames, doors, window frames, staircases, stair treads, wall paneling, ceiling paneling, hardware, and similar structural elements in the facilities owned or operated by the district.
2. Instructs other personnel on the proper use and care of hand tools (such as hammers, saws, chisels, planes), equipment (power saws, drills, rivet guns), hardware (nails, screws, glue), and materials (lumber, acoustical tiles), as may be needed.
3. Recommends supplies and equipment for purchase, and maintains the inventory of district-owned handtools, equipment, hardware, materials, and supplies assigned to him/her.
4. Estimates costs of carpentry repair projects in terms of labor, material, and overhead.
5. Performs such other tasks, primarily, but not exclusively, within the expertise of this classification, as are assigned by the Buildings and Grounds Manager.

Qualifications:

1. Knowledge, Skills, Abilities

Knowledge of state and local carpentry codes and regulations. Ability to use required measuring instruments and to interpret carpentry instructions, drawings and specifications. Knowledge of carpentry materials and tools. Knowledge of safe work procedures. Physically able to lift and carry up to 80 pounds; absence of any physical or mental condition which would cause employee to be dangerous to self or others. Ability to communicate in writing; to prepare reports and keep records.

Ability to benefit from training on equipment and in correct work procedures.

2. Personal Traits

Neat, well-groomed appearance, Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent. Successful apprenticeship program. Valid Ohio driver's license and such other license as required by law or regulation.

4. Experience

Five to ten years' experience in carpentry work.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

ELECTRICIAN  
(Class XIII)

JOB DESCRIPTION

Responsibility: In the performance of his duties, the electrician reports to the Buildings and Grounds Manager.

Job Goal: To help maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Specific Duties:

1. Assumes primary responsibility for the safe condition of lighting fixtures, electrical apparatus, fixtures, wiring, air conditioning and refrigeration units, and similar electric elements in the facilities owned or operated by the district.
2. Recommends supplies and equipment for purchase, and maintains the inventory of district-owned tools, equipment, and supplies assigned to him/her.
3. Estimates costs of electrical repair projects in terms of labor and material.
4. Performs such other tasks, primarily, but not exclusively, within the expertise of this classification, as may be assigned by the Buildings and Grounds manager.

Qualifications:

1. Knowledge, Abilities, Skills

Knowledge of and concern for safe work procedures. Knowledge of electricity, including electron theory, static, thermo, chemical, and magnetic electricity. Knowledge of electrical controls and control systems and of lighting, power circuits, distribution, and wiring. Ability to use and care for electrician's hand tools, meters, and other equipment; to prepare and check layouts and make sketches; to interpret instructions, drawings, and specifications; and to prepare written reports and keep detailed records. Must also have general knowledge of underwriters' rules for electrical wiring and of national electrical code. Ability to teach or train others and to supervise or direct. Able to lift and carry up to 80 pounds; have no physical or mental conditions which would constitute a hazard to self or others.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team as well as to work without supervision. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district.

Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

Completion of acceptable apprenticeship program in applicable trade; high school diploma or equivalent (GED). Valid Ohio driver's license. Such other license as may be required by law or regulation.

4. Experience

Five to ten years' experience in electrical field.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

HVAC  
(Class XIII)

JOB DESCRIPTION

Responsibility: Reports to Building and Grounds Manager

Job Goal: To promote smooth and efficient operation of the schools for the health, comfort, and benefit of students.

Specific Duties:

1. Performs repair and operation of boiler controls and other heating, ventilating and air conditioning equipment and its related electrical equipment and circuitry.
2. Works as a professional heating and ventilating maintenance specialist, providing special skills in this field.
3. Is accountable for supplies and equipment assigned to the work area.
4. Strives to update and improve maintenance knowledge and skills.
5. Purchases supplies and equipment; estimates cost of projects related to heating/ventilating.
6. Performs such other duties, primarily, but not exclusively, within the expertise of this classification, as assigned by the Manager of Buildings and Grounds.

Qualifications:

1. Knowledge, Skills, Abilities

Knowledge of and concern for safe work practices. Ability to perform general boiler operating procedures, including filling of boiler, getting up steam, maintaining water level, cutting in the boiler, and operating with best economy. Ability to maintain boiler and associated equipment in safe condition; to determine system, cause, and restore common casualties; to operate and to perform minor repairs to motors and controller; to maintain and repair pneumatics. Knowledge of theory and operation of refrigeration units and cycles, including freon and absorption; knowledge of theory and operation of ventilation and air conditioning systems. Ability to install and repair plant plumbing. Physically able to lift and carry up to 80 pounds.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team, as well as to work without supervision. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district.

Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

Completion of acceptable apprenticeship program in applicable trade; high school diploma or equivalent (GED). Valid Ohio driver's license. Such other license as may be required by law or regulation.

4. Experience

Five to ten years' experience in heating, ventilating, and air conditioning work.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

PLUMBER  
(Class XIII)

JOB DESCRIPTION

Responsibility: In the performance of his duties, the plumber reports to the Buildings and Grounds Manager.

Job Goal: To help maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Specific Duties:

1. Assumes primary responsibility as a plumber for the safe condition of pipes, drains, and plumbing fixtures in the facilities owned or operated by the district.
2. Maintains outdoor sprinklers, waste disposal systems, radiators, and similar plumbing-related installations.
3. Instructs other personnel on proper methods of procedure and proper use of tools in plumbing repair work as may be needed.
4. Recommends supplies and equipment for purchases, and maintains the inventory of district-owned tools, equipment, and supplies assigned to him/her.
5. Estimates costs of plumbing repair projects in terms of labor, material, and overhead.
6. Performs such other tasks, primarily, but not exclusively, within the expertise of this classification, as assigned by the Buildings and Grounds Manager.

Qualifications:

1. Knowledge, Abilities, Skills

Knowledge of state and local plumbing codes and regulations. Ability to use required measuring instruments; and to interpret plumbing instructions, drawings and specifications. Knowledge of pipe, pipe fittings, materials. Skill in use of and care of plumbing tools and materials. Knowledge of domestic water and waste disposal systems. Knowledge of safe work procedures. Physically able to lift and carry up to 80 pounds; absence of any physical or mental condition which would cause employee to be dangerous to self or others. Ability to communicate in writing; to prepare reports and keep

records. Ability to benefit from training on equipment and in correct work procedures.

2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent. Successful apprenticeship program. Valid Ohio driver's license and such other license as required by law or regulation.

4. Experience

Five to ten years' experience in plumbing work.

Term of Contract: Twelve Months

Evaluation: As per union agreement

Bargaining Unit: OAPSE Chapter #163

Adopted by Board: 6/12/89

## HEAD BUS MECHANIC

## JOB DESCRIPTION

Responsibility: Reports to the Transportation Manager.

Job Goal: To supervise the maintenance, service, and repair for the district buses and other vehicles to ensure safety and maximum operation efficiency.

Specific Duties:

1. Have extensive mechanical knowledge of buses, trucks, and board vehicles.
2. Understand fully the fleet operations.
3. Develop and maintain an appropriate preventive maintenance program covering all board vehicles.
4. Maintain records and cost of vehicle repair and maintenance.
5. Assume responsibility for coordinating a parts inventory to assure a smooth operation and maintenance program.
6. Supervise mechanics in the maintenance, repair, and servicing of board vehicles.
7. Promotes high standards of safety and good housekeeping methods in all work connected areas.
8. Assists, as requested by the Transportation Manager, in recruitment, screening, training, and evaluating of other mechanics.
9. Performs such other duties as assigned by the Transportation Manager.

Qualifications:

1. Knowledge, Skills, Abilities  
  
Knowledge of and ability to use tools and to follow correct procedures in repair/maintenance of vehicles, both gasoline and diesel.
2. Personal Traits

Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district.

Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent required; formal training in vehicle maintenance/repair desirable.

4. Experience

One to five years experience in vehicle maintenance/repairs.

Term of Contract: Twelve Months

Evaluation: As per Board of Education policy

Bargaining Unit: None (Administrative Contract)

Adopted by Board: 6/12/89

## NIGHT SUPERVISOR

## JOB DESCRIPTION

Responsibility: Reports to the plant supervisor and/or building principal.

Job Goal: To provide a clean, comfortable and safe physical environment so that children may enjoy the fullest possible advantage from the district's curriculum and extracurricular program. (The following responsibilities are general and should not be construed as limiting other necessary job assignments covering day-to-day activities.)

## Specific Duties:

1. The night supervisor will perform any assigned tasks required of a Class II custodian as well as assist the plant supervisor in providing direction to the night personnel.
2. Assist Plant Supervisor in communicating needs between the differing shifts (i.e., supplies, repairs, etc.).
3. Assist Plant Supervisor when making project plans for summer and holiday periods.
4. Assist Plant Supervisor when submitting time sheets.
5. Assist Plant Supervisor in planning activity coverage.
6. Assist in repairing broken windows, under the same conditions listed in the job description of a Plant Supervisor.
7. Inspect areas on a routine basis and take corrective action, as necessary.
7. He/she will perform other tasks, primarily, but not exclusively, within the expertise of this classification, as assigned by the plant supervisor and/or principal.

## Qualifications:

1. Knowledge, Skills, Abilities

Ability to plan, lead, instruct, supervise or direct other custodial employees; to work with minimal supervision. Basic knowledge of plumbing, electric heating, ventilating, and air conditioning. Ability to operate cleaning and maintenance equipment and maintain tools and equipment.

2. Personal Traits

Self-motivation, task orientation. Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent. (Waiver of this requirement may be granted to persons with other exceptional qualifications.)

4. Experience

One to three years' experience as Assistant Custodian II or III or equivalent.

Term of Contract: Twelve Months

Evaluation: As per Board of Education policy

Bargaining Unit: None (Administrative Contract)

Adopted by Board: 6/12/89

## PLANT SUPERVISOR

## JOB DESCRIPTION

Responsibility: Reports to the building principal.

Job Goal: To provide a clean, comfortable and safe physical environment so that children may enjoy the fullest possible advantage from the district's curriculum and extracurricular program. (The following responsibilities are general and should not be construed as limiting other necessary job assignments covering day-to-day activities.)

## Specific Duties:

1. Unlock building.
2. Flag display.
3. Order supplies.
4. Prepare time sheets.
5. Inform night custodian crew of all activities in building and set-up required.
6. Train all new custodians.
7. Assume lunch room duties when necessary.
8. Supervise and assist in repair and maintenance of physical plant.
9. Check and maintain heating system.
10. Maintain emergency manual.
11. Assist in making up work schedules for assistant custodians.
12. Work with principal in all phases of operation of physical plant.
13. Patrol school grounds. Check condition of playground equipment, if such is provided.
14. Prepare work orders for maintenance personnel.
15. Assume responsibility for keys, tools, furniture and all school property.
16. See that fire alarm system is in proper working condition.
17. Set example of helpful behavior to students, teachers, employees and all individuals visiting or having business in building.
18. Assign custodians to cover all events which take place in the school building outside normal school hours.
19. Recommend to principal release or retention of new custodial employees.
20. Help in all phases of work of assistant custodians whenever extra help is needed.
21. Accept responsibility for checking building on weekends.
22. See to maintenance of athletic field facility (toilet, concession stand), if such are available.
23. See that broken windows (if less than four at one time) are repaired.
24. Plan work for summer and holiday periods.
25. Submits such timesheets as may be needed.
26. Make minor furniture, school equipment, and window blind repairs.

27. Perform minor repairs and maintenance as necessary.
28. Replace washers in leaking faucets.
29. Grease and oil motors; change belts.
30. Shovel, plow, or salt walks, steps as needed within assigned areas.
31. Perform other duties, primarily, but not exclusively, within the expertise of this classification, as assigned by the principal.

Qualifications:

1. Knowledge, Skills, Abilities

Ability to plan, lead, instruct, supervise or direct other custodial employees; to work with minimal supervision. Basic knowledge of plumbing, electric heating, ventilating, and air conditioning. Ability to operate cleaning and maintenance equipment and maintain tools and equipment.

2. Personal Traits

Self-motivation, task orientation. Neat, well-groomed appearance. Desire to work as part of a team. Concern for well-being and safety of students, staff and public; and promoting best possible image for the district. Willingness to learn; adaptability to change; dependability; pride in work; friendliness and cooperativeness. Willingness to respond to emergency calls to work.

3. Education/Training

High school diploma or equivalent. (Waiver of this requirement may be granted to persons with other exceptional qualifications.)

4. Experience

One to two years experience as Night Supervisor or equivalent.

Term of Contract: Twelve Months

Evaluation: As per Board of Education policy

Bargaining Unit: None (Administrative Contract)

Adopted by Board: 6/12/89

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **PRESCHOOL ASSISTANT**

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE CLASSROOM TEACHER/INSTRUCTOR  
WITH CLASSROOM INSTRUCTION

RESPONSIBLE TO: TEACHER/BUILDING PRINCIPAL/DIRECTOR OF  
ELEMENTARY EDUCATION

TERM OF CONTRACT: NINE MONTHS (191 days)

BARGAINING UNIT: WECB

CLASSIFICATION: I-A

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Ability to follow instructions; must be able to work well with others; ability to work with preschool students, to relate to young students and project a positive reinforcement, to communicate with preschool students both individually and in groups, to improvise in difficult and/or unusual situations, and to function under stress. Good verbal and written skills desired.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented. Must enjoy interacting with young pupils; exercises discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with young students.

Education/Training – High school diploma required. Must annually complete fifteen hours of in-service training in child development or early childhood education; first aid; and/or prevention, recognition, and management of communicable diseases, until a total of forty-five hours has been completed, unless the staff member holds an associate or higher degree.

Certification/Experience – Previous Educational Assistant, OH Assistant or related experience preferred. Must obtain/hold a current Education Aide permit from the Ohio Department of Education.

#### ESSENTIAL JOB RESPONSIBILITIES:

##### PROMOTING QUALITY EDUCATION BY PROVIDING FOR AN EFFICIENT AND ORDERLY CLASSROOM ENVIRONMENT

###### BY

- Working with individual students or in small groups of students to reinforce learning of materials or skills initially introduced by the teacher/instructor.
- Participating in in-service training programs as required.
- Distributing and collecting papers and other materials.
- Organizing and preparing daily project materials.
- Assisting in devising special strategies for reinforcing material or skills based on understanding of individual students, their needs, interests, and abilities.
- Operating and caring of all classroom equipment.
- Keeping bulletin boards and other classroom displays current.
- Working with students to provide physical and emotional support.
- Alerting the teacher/instructor to any problems or special information about an individual student.
- Assisting in communications with parents, as needed.
- Collecting money and maintaining records.

##### PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE CLASSROOM

###### BY

- Checking and recording attendance.
- Assisting students with arrival and departure procedures.
- Assisting with snack and clean-up routine.
- Assisting students with their clothing.
- Assisting with emergency drills, assemblies, play periods or field trips.
- Cleaning toys, manipulatives, etc. with disinfectant daily, or as needed.
- Assisting with such large group activities as games, physical education activities and story telling.
- Serving as a source of information and help to substitute teacher/instructor.

**SPECIAL NEEDS PRESCHOOL ASSISTANTS – EXTENDED RESPONSIBILITIES**

- Diapering and changing students according to OSHA approved method.
- Assisting with eating/nutrition needs.
- Assisting with toilet training and proper hygiene.
- Assisting with cooking activities.
- Modifying activities appropriately for special needs students.
- Monitoring and providing documentation on student's performance.
- Monitoring and assisting with student's behavior management.
- Having knowledge of medically fragile students in all classes and knowing the specific plan to execute in case of a critical situation.
- Cleaning and disinfecting changing area daily.
- Participating in training for student's activities under the instruction of occupation or physical therapist.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **EDUCATION ASSISTANT  
(AUTISM, MH, OH, ED)**

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE CLASSROOM TEACHER WITH  
STUDENT INSTRUCTION

RESPONSIBLE TO: CLASSROOM TEACHER/BUILDING  
PRINCIPAL/DIRECTOR OF PUPIL SERVICES

TERM OF CONTRACT: NINE MONTHS (191 days)

BARGAINING UNIT: WECF

CLASSIFICATION: I-A

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must be able to follow instructions and project positive reinforcement; work well with others; relate to and work well with students; communicate with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and be able to function under stress. Must be capable of lifting up to 50 lbs. and positioning handicapped students. Good verbal and written skills desired.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; exercise control over emotions; be self motivated, punctual, and dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma required. Must meet State of Ohio requirements which may include appropriate certificate and/or passing the ParaPro Assessment Test. Additional education course credit and/or job related training preferred.

Experience – Previous Educational Assistant, OH Attendant, or related experience desirable.

ESSENTIAL JOB RESPONSIBILITIES:

PROMOTING QUALITY EDUCATION BY PROVIDING FOR AN  
EFFICIENT AND ORDERLY CLASSROOM ENVIRONMENT

BY

- Working with individual students or in small groups of students to reinforce learning of materials or skills initially introduced by the teacher/instructor.
- Performing simple errands and tasks for students(s) such as sharpening pencils, carrying lunch trays, and other required errands and/or tasks.
- Accompanying the student(s) to whom assigned when trips outside the classroom are necessary.
- Working with students to provide physical and emotional support.
- Assisting the teacher in organizing and preparing daily project materials, as needed.

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
CLASSROOM

BY

- Assisting with classroom set-up and take-down, and preparation for daily activities.
- Assisting students with arrival and departure procedures.
- Serving as a source of information and help for the substitute teacher.
- Assisting with emergency drills, assemblies, play periods or field trips.
- Assisting student(s) with any special individual feeding schedules and bathrooming needs.

ENHANCE STUDENT ACHIEVEMENT

BY

- Assisting student(s) in their daily lessons.
- Assisting student(s) in instruction and maintenance of personal hygiene.
- Assisting the classroom teacher with evaluations of the students.
- Being a positive role model.

ESTABLISH AND MAINTAIN GOOD WORKING RELATIONSHIPS  
WITH TEACHING AND ADMINISTRATIVE STAFF

BY

- Assisting with general supervision of students.
- Assisting the teacher with record keeping.
- Reinforcing rules of the classroom.
- Compiling necessary classroom materials.
- Maintaining positive communication between parents and the school.
- Adhering to confidentiality with student information.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY/EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **CAREER-TECHNICAL PROGRAM  
PROJECT ASSISTANT**

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE VOCATIONAL TEACHER IN HIS/HER  
DUTIES AND ASSIGNMENTS

RESPONSIBLE TO: CAREER-TECH TEACHER/BUILDING PRINCIPAL

TERM OF CONTRACT: NINE MONTHS (191 days)

BARGAINING UNIT: WECF

CLASSIFICATION: III-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills - Ability to follow instructions; must be able to work well with others; ability to work with students; to relate to students and project positive reinforcement; to communicate with students, staff, and the public both individually and in group situations; to improvise in difficult and/or unusual situations and able to function under stress; to improvise and maintain class order during the teacher's absence from the room. Good verbal and written skills desired.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance; reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgement; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma required. Must obtain/maintain Educational Aide Permit; Higher education credit or other related schooling and/or job related training preferred.

Experience – Experience in special education and/or vocational education Training preferred.

ESSENTIAL JOB RESPONSIBILITIES:

ENHANCE STUDENT ACHIEVEMENT

BY

- Assisting the classroom teacher in setting up individual programs for each student.
- Assisting the classroom teacher with evaluations of the students.
- Keeping a log sheet that outlines duties performed each day.
- Instructing and monitoring students on safe operation of equipment and safe work habits.
- Being a positive role model.

ESTABLISH AND MAINTAIN GOOD WORKING RELATIONSHIPS  
WITH TEACHING AND ADMINISTRATIVE STAFF

BY

- Assisting with general supervision of students.
- Maintaining bulletin board displays.
- Assisting the teacher with record keeping.
- Reinforcing rules of the classroom.
- Participating in staffing meetings when necessary.
- Compiling necessary classroom materials.
- Assisting with job coaching when necessary.
- Adhering to confidentiality with student information.

Adopted by Board: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY/EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **ELEMENTARY LIBRARY ASSISTANT**

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ORGANIZING AND MAINTAINING DAY-TO-DAY  
OPERATION OF ELEMENTARY SCHOOL LIBRARY

RESPONSIBLE TO: BUILDING ADMINISTRATOR

TERM OF CONTRACT: NINE AND ONE-HALF MONTHS (201 days)

BARGAINING UNIT: WECF

CLASSIFICATION: I-A

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have accuracy of typing/computer skills; be able to communicate clearly with both elementary students and with teaching staff; have good verbal and writing skills; knowledge of basic library structures and procedures; some knowledge of children's literature helpful. Able to work with parent library volunteers in a cooperative manner.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be both children and task oriented; exercise discretion, confidentiality and good judgment; and derive satisfaction interacting with students.

Education/Training – High school diploma is required; additional training or work experience in public or private library environment desired but not mandatory.

Experience – Work experience with elementary-age children and/or in libraries helpful.

ESSENTIAL JOB RESPONSIBILITIES:

ORGANIZE AND MAINTAIN DAY-TO-DAY OPERATION OF  
ELEMENTARY SCHOOL LIBRARY

BY

- Preparing book orders and other related library records.
- Processing library items, maintaining electronic catalog card files, other library materials and library inventory.
- Repairing or discarding damaged or outdated books.
- Shelving books and maintaining orderliness of library.
- Processing circulation of library materials, maintaining circulation reports and student/staff information.
- Instructing and organizing volunteers.

Adopted by Board: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **CLERICAL ASSISTANT**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE SCHOOLS/DEPARTMENTS

BY

ASSISTING THE ADMINISTRATORS AND OFFICE STAFF TO PROMOTE THE OVERALL QUALITY OF THE EDUCATIONAL PROGRAM

RESPONSIBLE TO: BUILDING ADMINISTRATOR

TERM OF CONTRACT: NINE AND ONE HALF MONTHS (201 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-A

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must be a proficient and accurate typist. Knowledge of bookkeeping, preparing spreadsheets and word processing on a personal computer although not required, is preferred. Must be able to follow instructions and project positive reinforcement; work well with others; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Good verbal and written skills desired. Must possess telephone and office equipment skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated; punctual; dependable in attendance; reliable in work habits and be task oriented; exercise discretion, confidentiality and good judgment.

Education/Training – High school diploma or equivalent required. Additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial and/or clerical knowledge preferred.

ESSENTIAL JOB RESPONSIBILITIES:

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
SCHOOL/DEPARTMENT AND THE EDUCATIONAL PROCESS

BY

- Serving as school receptionist when needed
- Operating office equipment which includes but is not limited to, personal computer, calculator, typewriter, and copiers
- Assisting in maintaining an adequate inventory level of and the ordering of such items as teaching materials, textbooks, and art, office or other supplies as may be needed.
- Processing building attendance.
- Selling lunch tickets

ESTABLISH A GOOD WORKING RELATIONSHIP WITH THE STAFF  
AND PARENTS

BY

- Duplicating educational materials for students.
- Substituting as a secretary within the building when a secretary is absent.
- Maintaining files of various kinds as assigned.
- Answering and screening telephone calls; relaying calls to appropriate staff members; answering telephone inquiries from parents and the public
- Assisting in the clinic, in an emergency, as may be required.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **GENERAL OFFICE SECRETARY**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE SCHOOL

BY

MAINTAINING AN ENVIRONMENT CONDUCTIVE TO A SOUND, RESOURCEFUL, AND EFFECTIVE EDUCATIONAL ENVIRONMENT

RESPONSIBLE TO: BUILDING ADMINISTRATOR

TERM OF CONTRACT: TEN MONTHS (210 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have working knowledge of typing/keyboarding, bookkeeping, spreadsheets and word processing on a personal computer, and office management. Must be able to follow instructions and project positive reinforcement; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills. Must have the ability to operate telephone and other office equipment.

Characteristics/Traits – Must maintain a neat, well groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma or equivalent is required; additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial work required.

**ESSENTIAL JOB RESPONSIBILITIES:**

**PROMOTE QUALITY EDUCATION BY PROVIDING FOR AN  
EFFICIENT, ORDERLY AND SAFE OFFICE ENVIRONMENT**

**BY**

- Answering and screening telephone calls to the office; relaying calls to appropriate staff members; answering telephone inquiries about the school or students in accordance with directions and taking and distributing messages for staff members.
- Typing and/or duplicating materials which include but are not limited to memos, general correspondence, letter of recommendation/suspension/attendance, juvenile complaint and other disciplinary correspondence, purchase order forms, various types of other forms and documents as requested, and perform other secretarial duties as may be required.
- Contacting parents to verify absences and other related issues.
- Recording telephone calls related to student absences and maintaining attendance records.
- Receiving, sorting and distributing U.S. mail and courier materials as needed; labeling building mailboxes.
- Selecting, training and supervising office pages.
- Interacting with probation officer and students on probation where required.
- Orienting substitute secretaries to office procedures.
- Maintaining suspension and detention records.

**PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
SCHOOL**

**BY**

- Writing student passes for absences, early releases, tardiness and return to classes, and maintaining these records.
- Interfacing with students, parents and visitors; answering questions and giving assistance.
- Assisting in processing free lunch and reduced lunch program where required.
- Assigning lockers to students; distributing locks and maintaining lock and locker combination records.
- Assisting as needed in opening and year-end school closing duties.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING SCHOOL GOALS

BY

- Operating office equipment which includes, but is not limited to typewriter, personal computer, calculator and copiers.
- Attending workshops related to the computer system used by the district.
- Assisting in logistics relating to graduation

PROVIDE NECESSARY INFORMATION AND CONTRIBUTE TO THE  
EDUCATION PROCESS

BY

- Acting as public receptionist as required; greeting visitors, arranging appointments, and relaying messages to appropriate staff members.
- Processing new and rebound textbooks; coordinate textbook inventories.

CONTRIBUTE TO GOOD AND SAFE STUDENT BEHAVIOR

BY

- Assisting in student illness/injury only on emergency basis.

ATHLETIC OFFICE SECRETARY – EXTENDED DUTIES

ASSIST IN THE SMOOTH OPERATION OF THE ATHLETIC OFFICE

BY

- Answering all phone calls and relaying messages to appropriate personnel.
- Providing physical packets/emergency forms to students.
- Maintain sports calendar, schedules for all events.
- Sending copies of athletic schedules to the media.
- Notifying coaches/referees of postponed/cancelled/rescheduled games.
- Processing contracts/time sheets, etc. for athletic events, officials, and coaches.
- Preparing and maintaining purchase orders for athletic department.
- Processing checks for deposits, keeping records of tournament payments.
- Organizing students' pictures for media, programs, etc.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **GUIDANCE OFFICE SECRETARY**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE  
GUIDANCE DEPARTMENT

BY

MAINTAINING AN ENVIRONMENT CONDUCIVE TO A  
SOUND, RESOURCEFUL, AND EFFECTIVE  
EDUCATIONAL ENVIRONMENT

RESPONSIBLE TO: GUIDANCE COUNSELORS/ADMINISTRATORS

TERM OF CONTRACT: TEN MONTHS (210 days)

BARGAINING UNIT: WECB

CLASSIFICATION: II-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing/keyboarding, spreadsheets and word processing on a personal computer, and office management. Must be able to follow instructions and project positive reinforcement; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills. Must have the ability to operate telephone and office equipment.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma or equivalent is required; additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial work experience required

ESSENTIAL JOB RESPONSIBILITIES:

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
GUIDANCE DEPARTMENT

BY

- Operating office equipment, which includes, but is not limited to, typewriter, personal computer, calculator and copiers.
- Serving as receptionist for the guidance area.
- Drafting letters or memos for review by counselors.
- Typing, proofreading and/or duplicating all documents as may be requested by immediate supervisor.
- Supervising office pages.
- Answering and screening telephone calls to the guidance office.
- Maintaining/updating and filing, permanent records, interim reports, test scores, and other materials in the guidance files.
- Following up, when necessary and processing information for registration and withdrawals of students, such as: health folders, consent forms, contacts and custody questions to completion.
- Processing records for all transferring students.
- Entering transcripts, test scores and grades for new entries.
- Processing bus passes.
- Processing summer school information.
- Entering grades for out of district, PSEO, special programs and corrections.
- Purging files due to be forwarded to another building at the end of the school year.
- Distributing report cards, interim reports, schedules, etc.
- Collecting fees for tests and workshops.
- Assisting in the preparation of all district and statewide testing.
- Maintaining enrollment information.
- Maintaining non-custodial lists for mailings of pertinent school information.

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
SCHOOL

BY

- Helping outside agencies with passes and communication with students.
- Assisting, as needed, in opening and year-end school closing duties.
- Updating student information in the computer (grades, codes, activities, etc.)
- Relaying homework requests to teachers for absent students.
- Assisting student illness/injury on emergency basis only.
- Assisting in the logistics related to graduation.
- Assisting in the preparation of awards and programs.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING DEPARTMENT GOALS

BY

- Attending workshops related to the computer system used by the district.

HELP STUDENTS TO ACHIEVE CAREER GOALS

BY

- Submitting student transcripts and test scores to colleges.
- Assisting with college representative visits and college night.
- Submitting applications for PSEO students.
- Submitting scholarship applications.
- Processing Tech Center applications.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **SPECIAL EDUCATION SECRETARY**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE  
SPECIAL EDUCATION DEPARTMENT

BY

PROVIDING CLERICAL ASSISTANCE TO PROGRAM  
INSTRUCTORS/ADMINISTRATORS

RESPONSIBLE TO: BUILDING ADMINISTRATOR/ PUPIL SERVICES  
DEPARTMENT

TERM OF CONTRACT: NINE MONTHS (191 days)

BARGAINING UNIT: WECP

CLASSIFICATION: II-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing/keyboarding, spreadsheets and word processing on a personal computer, and office management. Must be able to follow instructions and project positive reinforcement; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills. Must have the ability to operate telephone and office equipment.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma or equivalent is required; additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial work experience required.

ESSENTIAL JOB RESPONSIBILITIES:

PROMOTING QUALITY EDUCATION BY PROVIDING FOR AN  
EFFICIENT AND ORDERLY OFFICE ENVIRONMENT

BY

- Performing the usual office procedures associated with a productive and smoothly run office.
- Responding appropriately to requests for information.
- Greeting visitors, determining their needs, checking for appointments and directing or escorting them to the proper person or location.

MAINTAINS TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN  
THE SUCCESS OF MEETING SCHOOL GOALS

BY

- Maintaining a working knowledge of office equipment, which includes but is not limited to, personal computers, calculators, typewriters, and copiers.
- Utilizing appropriate special education procedures as per the school district's Special Needs Manual.

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
SCHOOL AND THE EDUCATIONAL PROCESS

BY

- Maintaining and filing student confidential records as required.
- Filing pertinent information into permanent records.
- Typing, proofreading, and/or duplicating a variety of materials, which include but are not limited to, letters, documents, charts, lists, memos, general correspondence and various types of other forms as requested.
- Producing and processing invitations and other required forms that are needed for various types of special Education meetings.
- Screening telephone calls and visitors; relaying calls to appropriate staff; answering telephone inquiries from parent/guardian and the public.
- Handling and/or assisting with confidential matters.
- Purging confidential files.
- Sending confidential files and teacher's files to the appropriate personnel at the student's next school.
- Assisting in the clinic in an emergency as may be required.

PROVIDES NECESSARY INFORMATION AND CONTRIBUTES TO  
THE EDUCATIONAL PROCESS

BY

- Keeping communication between school and parent/guardian.
- Providing information and documents as requested pursuant to departmental procedures and policy and refers questions to appropriate personnel.
- Maintaining a high level of ethical behavior and confidentiality of information about students, personnel, and all job related matters.
- Distributing results of IEP, MFE, to appropriate personnel as required.
- Distributing quarterly reports, as needed.
- Attending Open House, conferences, in-service training as required.
- Preparing necessary Special Education records for microfilming (high school).

Board Approved: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **ADMINISTRATOR'S SECRETARY**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE BUILDING/DEPARTMENT

BY

PRESENTING A POSITIVE IMAGE TO THE COMMUNITY WHILE ASSISTING THE ADMINISTRATIVE STAFF IN THEIR DUTIES.

RESPONSIBLE TO: BUILDING/DEPARTMENT ADMINISTRATOR

TERM OF CONTRACT: NINE AND ONE HALF MONTHS (202 days)  
TEN MONTHS (210 days)  
TEN AND ONE HALF MONTHS (219 days)  
ELEVEN MONTHS (240 days)  
TWELVE MONTHS (260 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-B – Pupil Services/Tech Center/HIR  
II-C – Transportation/Buildings & Grounds  
II-D – Nursing Program

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have a working knowledge of typing/keyboarding, bookkeeping, word processing on a personal computer, spreadsheets and office management. Must be able to follow instructions and project positive reinforcement; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills. Must have the ability to operate telephone and other office equipment.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be a self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion and good judgement; and be able to derive satisfaction interacting with students and the public.

Education/Training – High school diploma or equivalent is required; additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial work experience required.

ESSENTIAL JOB RESPONSIBILITIES:

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE BUILDING/DEPARTMENT

BY

- Answering telephones and relaying messages to appropriate personnel.
- Substituting as receptionist when required.
- Sorting and distributing incoming mail, packages and courier materials, as needed.
- Processing purchase orders; ordering inventory and dispensing supplies as needed.
- Maintaining current and former students files, folders, and records.
- Typing, proofreading and duplicating materials, which include but are not limited to correspondence, reports and other documents from draft and perform other secretarial duties as may be required.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE SUCCESS OF MEETING DEPARTMENT GOALS

BY

- Maintaining and operating office equipment such as, typewriter, personal computer, calculator, fax machine and copiers.
- Participating in training to update skills.
- Attending meetings that keep information current.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH ADMINISTRATOR AND STAFF

BY

- Posting memos, directives, notices, etc. for administrators and staff.
- Processing correspondence between building and parent/guardian.

TRANSPORTATION DEPARTMENT – EXTENDED DUTIES

- Operating fuel system computer.
- Maintaining field trip billing log.
- Processing purchases orders for out side agency field trips.
- Maintaining attendance records as assigned.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **BUILDING PRINCIPAL SECRETARY**

JOB PURPOSE: ENHANCES THE DAY-TO-DAY OPERATION OF THE SCHOOL/DISTRICT

BY

PERFORMING BUSINESS, CLERICAL, BOOKKEEPING, RECEPTIONIST AND SECRETARIAL TASKS AS APPROPRIATE FOR MEETING BUILDING AND DISTRICT REQUIREMENTS.

RESPONSIBLE TO: BUILDING ADMINISTRATORS

TERM OF CONTRACT: TEN MONTHS (210 days) Elementary  
ELEVEN MONTHS (240 days) Secondary

BARGAINING UNIT: WECB

CLASSIFICATION: II-D

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have a working knowledge of typing/keyboarding, bookkeeping, spreadsheets and word processing on a personal computer, and office management. Must be able to follow instructions and project positive reinforcement; work well with others; communicate and relate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must be able to operate telephone and other office equipment. Must possess good verbal and written skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion and good judgment; be courteous and act with an ethical nature.

Education/Training – High school diploma or equivalent is required. Additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial work experience required.

ESSENTIAL JOB RESPONSIBILITIES:

PROMOTES QUALITY EDUCATION BY PROVIDING FOR AN  
EFFICIENT, ORDERLY AND SAFE OFFICE ENVIRONMENT

BY

- Performing the usual office procedures associated with a productive and smoothly run office.
- Responding appropriately to requests for information.
- Greeting all visitors, determining their needs, maintaining appointments and directing them to proper person or location.
- Maintaining calendar for school events.

MAINTAINS TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN  
THE SUCCESS OF MEETING SCHOOL GOALS

BY

- Maintaining a working knowledge of office machines and all applicable computer equipment.
- Acquiring an understanding of the structure, operation and function of the school district, school building and the various departments within the school building.
- Utilizing appropriate office procedures as per the school district and building staff manuals.
- Performing necessary bookkeeping functions.
- Attending educational workshops as offered by the school district, including the computer system used by the district.

PROVIDES NECESSARY INFORMATION AND CONTRIBUTES TO  
THE EDUCATIONAL PROCESS

BY

- Processing building use forms.
- Maintaining necessary databases.
- Assisting with coordination of conferences, staff meetings and other in-service training programs.
- Maintaining a high level of ethical behavior and confidentiality of information about students, personnel, and all job related matters.

CONTRIBUTES TO GOOD AND SAFE STUDENT BEHAVIOR

BY

- Serving as a positive role model to students.
- Being courteous and helpful to students.

PERFORMS FUNCTIONS FOR THE ORDERLY OPERATION OF THE SCHOOL

BY

- Collecting and depositing building monies.
- Processing petty cash transactions.
- Processing leave and time sheets for payroll.
- Maintaining student fee and lunch records as required.
- Preparing purchase orders as specified.
- Typing a variety of materials such as letters, student records, reports, memos, etc, from rough drafts or corrected copy.
- Handling and/or assisting with confidential matters
- Screening telephone calls and visitors and routing to the appropriate personnel.
- Filing, etc.
- Assisting with organization of field trips.
- Maintaining emergency forms, as needed.
- Processing records for withdrawn students in the absence of a guidance secretary.
- Demonstrating a high degree of interpersonal skills.
- Interacting appropriately with staff and the general public.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **BOARD OFFICE SECRETARY**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE PUPIL SERVICES DEPARTMENT

BY

ASSISTING THE DIRECTOR OF PUPIL SERVICES, SUPERVISORS, AUDIOLOGISTS, SPEECH PATHOLOGISTS AND PSYCHOLOGISTS IN THEIR DUTIES.

RESPONSIBLE TO: DIRECTOR OF PUPIL SERVICES

TERM OF CONTRACT: TEN MONTHS (210 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing/keyboarding, bookkeeping, spreadsheets and word processing on a personal computer, and office management. Must be able to follow instructions and project positive reinforcement; communicate effectively with students, staff, and the public both individually and in group situations; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills. Must have the ability to operate telephone and other office equipment.

Characteristics/Traits – Must maintain a neat, well groomed appearance; have control over emotions; be a self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma or equivalent is required; additional higher education course credit and/or job related training preferred.

Experience – Previous secretarial experience required.

ESSENTIAL JOB RESPONSIBILITIES:

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
DEPARTMENT

BY

- Maintaining correspondence files and folders for special education pupils currently attending school and also those who have withdrawn from school.
- Issuing work permits and transcripts when necessary.
- Assisting other secretaries when necessary.
- Maintaining special education forms and distributing to staff as needed.
- Maintaining IEP information for state reporting for all in and out-of-district special education students.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING DEPARTMENT GOALS

BY

- Maintaining and operating office equipment such as, typewriter, personal computer, calculator, fax machine and copiers.
- Participating in training to update skills.
- Attending meetings that keep information current.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATOR AND STAFF

BY

- Processing purchase orders for Speech Department and Audiologists.
- Processing correspondence between building and parent/guardian.
- Distributing report cards and progress reports for Alternative schools.
- Answering telephones and relaying messages to appropriate personnel.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **EXECUTIVE OFFICE ASSISTANT**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE  
SCHOOL DISTRICT

BY

PRESENTING A POSITIVE IMAGE TO THE  
COMMUNITY WHILE ASSISTING THE  
ADMINISTRATIVE STAFF IN THEIR DUTIES

RESPONSIBLE TO: CENTRAL OFFICE ADMINISTRATORS (Superintendent,  
Assistant Superintendent, Director of Curriculum & Instruction  
for Secondary Education, Director of Elementary Education,  
Director of Pupil Services and Business Manager)

TERM OF CONTRACT: TWELVE MONTHS (260 days)

CLASSIFICATION: II-E

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of bookkeeping, spreadsheets and word processing on a personal computer, accessing the internet, various computer programs and office management. Must have excellent typing skills. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate clearly and effectively, both orally and in writing, with staff members and business public; be able to improvise in difficult and/or unusual situations and function under stress. Must possess excellent verbal, written, and analytical skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits and be task oriented; exercise confidentiality, discretion and good judgment.

Education/Training – High school diploma required. Additional job related higher education course credit and/or training preferred.

Experience – Previous secretarial work experience required.

ESSENTIAL JOB RESPONSIBILITIES:

ENHANCE A GOOD WORKING RELATIONSHIP WITH THE  
ADMINISTRATIVE STAFF

BY

- Maintaining the administrator's schedule of appointments and making arrangements for conferences and interviews as may be requested.
- Assisting in the preparation of materials for in-services, conferences, and programs.
- Maintaining and keeping current files or periodicals relating to education and/or other matters as directed.
- Preparing testing materials for the district, as may be required
- Sorting and distributing intra-district office correspondence, incoming mail, packages, and courier materials.
- Maintaining all necessary correspondence for the Administrator.
- Answering telephone inquiries regarding a wide variety of information requested from parents, schools, outside organizations, etc.

ENHANCE THE SMOOTH OPERATION OF THE CENTRAL OFFICE

BY

- Acting as receptionist and welcome and screen visitors for assigned administrator.
- Serving as back-up on other telephones and the switchboard as may be needed.
- Formulating State reports.
- Performing all job related bookkeeping tasks as may be required and/or directed.
- Processing purchase orders; order, maintain an adequate inventory of, and dispense supplies as needed.
- Assembling, organizing and maintaining appropriate files and related data as directed.
- Maintaining personnel files for non-teaching employees.
- Maintaining and coordinating all bid specifications and quotes in regard to district projects and service contracts.
- Maintaining district Policy and Regulations Manuals.
- Maintaining and distributing district calendars, directories, etc.
- Keeping records for Community Schools, Home Schooling, etc.
- Assisting with preparations for Summer School.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN  
MEETING THE SUCCESS OF THE DISTRICTS GOALS

BY

- Maintaining and operating equipment which includes but is not limited to typewriter, personal computer, calculator and copiers.
- Ordering materials for office equipment.
- Attending workshops related to the computer system used by the district and such other meetings as may be needed or assigned by the Administrator.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: Clerical Services

JOB TITLE: Telephone Switchboard Operator/Mail Clerk/Receptionist

JOB PURPOSE: Enhance the smooth operation of the school district  
by  
maintaining an uninterrupted flow of communication and information throughout the school system.

RESPONSIBLE TO: Superintendent and Central Office Administrative Personnel

TERM OF CONTRACT: TWELVE MONTHS (260-261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-B

WORK SCHEDULE: 7.5 hrs./day, beginning/ending hours set/alterd by Superintendent

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have the skills to operate a multi-line switchboard, telephone equipment, adding machine and have a working knowledge of personal computers, including Microsoft Word and Excel. Must have the ability to work with a minimum of supervision and follow instructions; project friendly, helpful, and cooperative public image; work well with others; have a good command of English, and orally communicate easily, clearly, and effectively, with both staff members and the public; be able to improvise in difficult and/or unusual situations and function under stress. Be able to lift and carry up to 25 pounds.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion and good judgment.

Education/Training – High school diploma required. Additional higher education course credit and/or job related training preferred.

Experience – Previous telephone switchboard experience preferred.

### Essential Job Responsibilities:

Maintain technical knowledge which will assist in the success of meeting district goals

by

- Operating multi-positioned telephone switchboard equipment
- Maintaining a working knowledge of office machines and all applicable computer equipment
- Maintaining a working knowledge of postage equipment
- Reporting problems with the telephone equipment to the appropriate contact.
- Carry out various clerical services, including word processing and use of Excel spreadsheets.

Effectively maintain communication and information throughout the school district

by

- Screening and relaying incoming, outgoing, and interoffice telephone calls and faxes.
- Maintaining an alphabetical file of staff members' names, room locations, telephone extensions and email addresses to expedite relaying messages.
- Receiving and arranging for pick up of parcels and other material coming into the Board Office.
- Preparing parcels for mailing or shipping.
- Keeping a log of postage meter expenses.

Performs functions for the orderly operation of the central office

by

- Receiving, sorting, and delivering all central office incoming U.S. mail, and arranging, as needed, bulk mailings.
- Receiving all outgoing central office mail daily; affixing postage via postage meter machine on authorized matter; sorting all matter by zip code and delivering the mail to the Post Office as may be directed from time to time.
- Receiving, time stamping and delivering interoffice written communications as directed.
- Keeping a record of the bulk mail account; preparing purchase orders as directed.
- Notifying Buildings and Grounds of all parcel and/or mail pick-ups for delivery to buildings.
- Maintaining appointment log for District Registrar during summer months.

- Performing such other secretarial/clerical or other miscellaneous functions as may from time to time be needed by central office administrators.

Board Approved: 9/24/1990

Revised: 1/8/07; 9/15/08; 12/10/12.

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: SKILLED TRADES

JOB TITLE: **PRINTER**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION OF THE  
PRINT SHOP

BY

PRODUCING ESSENTIAL MATERIALS TO ENHANCE  
THE EDUCATION OF STUDENTS

RESPONSIBLE TO: BUILDING ADMINISTRATORS

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: VI-B

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing; print shop management; desktop publishing and other various computer programs; offset printing principles, techniques and related printing equipment; Must be able to follow instructions and project positive reinforcement; work well with others; communicate effectively with staff; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, be neat, orderly and flexible in job performance, reliable in work habits, and be task oriented; exercise confidentiality, discretion and good judgment.

Education/Training – High School diploma or equivalent is required; additional higher education course credit and/or job printing related training preferred.

Experience – Job printing experience necessary.

ESSENTIAL JOB RESPONSIBILITIES:

PERFORM FUNCTIONS FOR THE ORDERLY OPERATION OF THE  
PRINTING DEPARTMENT

BY

- Producing all district forms, including all NCR, brochures, programs, tickets, business cards and other materials as needed.
- Analyzing job requests and determining which is the most economical way to reproduce them.
- Assisting in the development of schedules and deadlines
- Seeking instructions from the Central Office Administrators in determining priorities.
- Maintaining the inventory of paper, ink and other supplies.
- Using the light table for job set-up.
- Writing job sheets for new jobs; preparing monthly P.O.'s and billing.

PROVIDE NECESSARY PRINTED MATERIALS THAT CONTRIBUTE  
TO THE EDUCATIONAL PROCESS

BY

- Printing and distributing necessary testing preparation materials to appropriate personnel.
- Printing Title I materials.
- Printing Interim Reports, report cards, latchkey forms, etc.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING DISTRICT GOALS

BY

- Maintaining a working knowledge of all printing, binding, folding and stitching equipment
- Maintaining a continuing knowledge of print paper characteristics, such as grades, weights, and textures and inks and chemicals used in printing process.

## WILLOUGHBY/EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **FAMILY LIAISON WORKER**

JOB PURPOSE: TO ASSIST FAMILIES AND STUDENTS OF THE DISTRICT IN RESOLVING PROBLEMS WHICH INTERFERE WITH EDUCATIONAL SUCCESS OF THE STUDENTS.

RESPONSIBLE TO: BUILDING ADMINISTRATOR/DIRECTOR OF PUPIL SERVICES

TERM OF CONTRACT: TEN MONTHS (210 days)

BARGAINING UNIT: WECF

CLASSIFICATION: III-E

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of psychology and/or human behavior, sociology, or social work, agency and/or community counseling programs and services in such areas as mental health, handicapped, drug abuse, child welfare, family intervention, federal/state laws and regulations governing social services. Must have the ability to work with a minimum of supervision; project positive reinforcement; work well with others, particularly those under emotional or psychological stress; communicate clearly, both orally and in writing; be able to improvise in difficult and/or unusual situations and function under stress.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions while empathizing with problems of other adults and students; be self-motivated, punctual, dependable in attendance to duties, reliable in work habits and be task oriented. Exercise confidentiality, discretion and good judgment, and toleration for ambiguity. Derive satisfaction from helping others.

Education/Training – Bachelor's Degree in social work or related field required.

Experience – Previous job experience in social work or related field helpful but not required.

ESSENTIAL JOB RESPONSIBILITIES:

PROVIDE SUPPORTIVE SERVICES TO STUDENTS ON AN INDIVIDUAL  
AND/OR GROUP BASIS

BY

- Acting on referrals from district staff and parents
- Facilitating individual and/or group intervention
- Having classroom intervention/instruction

PROVIDE SUPPORTIVE SERVICES TO STUDENTS' FAMILIES THAT MAY  
PROMOTE EDUCATIONAL SUCCESS

BY

- Providing crisis intervention to students and their families
- Providing parent consultation as appropriate
- Linking families to community resources
- Making home visits

ESTABLISHING AND MAINTAINING GOOD WORKING RELATIONSHIPS  
WITHIN COMMUNITY

BY

- Collaborating with social service agencies, police departments, health and human services and court liaisons, etc.
- Acting on concerns of abuse/neglect in compliance with mandated reporting law and submitting documentation

DEVELOP A GOOD RAPPORT AND WORKING RELATIONSHIP WITH  
TEACHING AND ADMINISTRATIVE STAFF

BY

- Participating as a member of IAT meetings and developing 504 plans, FBAs, IEPs, Behavioral support plans, etc.
- Participating in Conferences, Meet the Teacher Night, Open House.
- Collaborating with Principals regarding additional activities in support of students/parents.
- Collaborating with teams designed to deal with drug abuse.
- Assisting the Director of Pupil Services and/or Principal in providing in-services and staff development as needed.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **INSURANCE COORDINATOR**

JOB PURPOSE: ENHANCE THE HUMAN RESOURCES DEPARTMENT  
OF THE DISTRICT

BY

ASSISTING AND SUPPORTING THE ADMINISTRATIVE  
STAFF IN ALL AREAS OF HEALTH/LIFE INSURANCE  
BENEFITS

RESPONSIBLE TO: ASSISTANT SUPERINTENDENT

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: II-F

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing/keyboarding, bookkeeping, spreadsheets and word processing on a personal computer, and office management. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate clearly and effectively, both orally and in writing, with staff members and insurance representatives; be able to improvise in difficult and/or unusual situations and function under stress. Must possess good verbal and written skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits and be task oriented; exercise discretion, confidentiality and good judgment; and derive satisfaction helping fellow employees in the resolution of their health insurance problems and concerns.

Education/Training – High school diploma required. Additional higher education course credit and/or job related human resources problem resolution training preferred.

Experience – Previous health care/field job experience required. Experience in health insurance, medical office management and/or medical claims, ICD 9, CPT Coding, HIPPA law, preferred.

ESSENTIAL JOB RESPONSIBILITIES:

MONITOR AND MAINTAIN HEALTH AND LIFE INSURANCE  
RECORDS FOR ALL PERSONNEL

BY

- Becoming totally familiar with the detailed provisions of health and life insurance programs, plans, and negotiated agreements.
- Acting as the liaison between the insurance carriers, privacy officer, consultant and the district concerning benefits, claims, and related insurance information.
- Facilitating informational meetings between employees, employee groups, and representatives of insurance carriers, as may be required.
- Working with external insurance consultant.
- Attending meetings as required.

MAINTAIN A GOOD WORKING RELATIONSHIP WITH ALL  
PERSONNEL

BY

- Meeting with individual employees and/or union representatives both individually and together as may be required for such purposes as Open Enrollment, etc.
- Providing various types of programs to members, such as a Wellness Program, Flu shots, Mammogram Van, etc.
- Producing a district Insurance Committee/Wellness Newsletter.

MAINTAIN THE SMOOTH OPERATION OF THE INSURANCE OFFICE

BY

- Processing monthly invoices and issues related to billing.
- Providing monthly reports for the Assistant Superintendent and the Insurance Committee.
- Operating office equipment which includes but is not limited to typewriter, personal computer, calculator.
- Maintaining accurate and detailed records relating to benefits and claims.
- Serving as a facilitator for monthly Insurance Committee meetings, comprised of union and administration members.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: **PRESCHOOL INSTRUCTOR**

JOB PURPOSE: ENHANCE STUDENT ACHIEVEMENT

BY

OPERATING A PRESCHOOL PROGRAM/ CLASSROOM ENVIRONMENT FAVORABLE TO LEARNING AND PERSONAL GROWTH FOR ALL PUPILS

RESPONSIBLE TO: BUILDING ADMINISTRATOR/DIRECTOR OF ELEMENTARY EDUCATION

TERM OF CONTRACT: NINE MONTHS (191 days)

BARGAINING UNIT: WECB

CLASSIFICATION: III-D

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Ability to work with preschool pupils, to relate to young pupils and project positive reinforcement, to communicate effectively with preschool pupils, staff, the public both individually and in groups, to be able to improvise in difficult and/or unusual situations, and to function under stress. Good verbal and written skills required.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, confidentiality, and good judgment; and be able to derive satisfaction interacting with young students.

Education/Training – An associate or higher degree in child development or early childhood education from an accredited college, university or technical college. Those that have a pre-kindergarten associate (two-year degree) or pre-kindergarten (four-year degree) teaching certificate must complete 15 clock hours of staff development annually, in child development or early childhood education, first aid, and/or prevention, recognition, and management of communicable diseases. (Rule 3301-37-04(K)).

Staff members who do not meet the qualification in Rule 3301-37-04 (G), at the time of employment must complete 15 hours of training in specific areas until after three years, they have completed a total of 45 hours of training. Once staff members have completed the initial 45 hours of required training, they must then complete an addition of 15 hours of training annually.

Experience – Previous preschool teaching experience or special schooling required.

## ESSENTIAL JOB RESPONSIBILITIES:

### ENHANCE STUDENT ACHIEVEMENT

#### BY

- Providing learning experiences in English, mathematics, language arts, physical education, art, music, health, and other subject matter suited to the needs of preschool pupils.
- Developing and using instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturities.
- Developing in each pupil an awareness of his worth as an individual and his/her role in the family and community.
- Encouraging pupils to express themselves creatively in art, music, and dramatic play.
- Providing individual and small group instruction designed to meet individual needs of pupils in communication skills, health habits, physical skills, and satisfactory self-concepts.
- Enriching educational programs through classroom visits by resource persons from the school and community.
- Selecting and requisitioning books, instructional aids, and instructional supplies.

### ESTABLISH AND MAINTAIN A GOOD WORKING RELATIONSHIP WITH ADMINISTRATIVE STAFF

#### BY

- Communicating regularly with Director of Elementary Education regarding parent meetings, home visits, Open House, student performances, etc.
- Maintaining professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Participating in curriculum and other developmental programs as required.
- Posting accurate financial records for the unit.

ESTABLISH AND MAINTAIN A GOOD WORKING RELATIONSHIP  
WITH PRESCHOOL PERSONNEL

BY

- Holding weekly meetings to discuss curriculum, activities, etc.
- Assisting other professional staff members in helping pupils solve health, attitude, and learning problems.
- Planning with and coordinating the work of aides, assistants, parents, and volunteers.

ESTABLISH AND MAINTAIN A GOOD RELATIONSHIP WITH  
PARENTS

BY

- Developing activities for parents that promote parent participation and involvement in education activities provided for their children.
- Communicating regularly with parents by means of parent meetings, newsletters, home visits, individual parent conferences.
- Interpreting school programs to parents in order to strengthen parental understanding of the individual pupil's needs.

CREATE AN EFFECTIVE ENVIRONMENT FOR LEARNING

BY

- Posting functional/attractive bulletin boards
- Creating interest centers
- Exhibiting students' work
- Providing appropriate climate to establish and reinforce acceptable pupil behavior, attitudes, and social skills.

Board Approved: 9/24/1990

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **STATE AND FEDERAL PROGRAMS BOOKKEEPER**

JOB PURPOSE: ENHANCE THE EFFICIENT OPERATION OF THE  
TREASURER'S DEPARTMENT

BY

MAINTAINING ALL STATE AND FEDERAL GRANTS  
INCLUDING COMMUNICATION WITH "GRANT  
WRITERS" IN ALL ASPECTS OF THE SYSTEM

RESPONSIBLE TO: TREASURER/ASSISTANT TREASURER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: IV-D

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have the ability to calculate, verify and balance figures. Must have proficiency in using a calculator. Must have typing, word processing, and computer data entry skills or the ability to learn. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate effectively both orally and in writing; be able to improvise in difficult and/or unusual situations and function under stress.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, and good judgment;

Education/Training – High school diploma required. Additional higher education course credit and/or job related training preferred.

Experience – Job related experience preferred.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING DISTRICT GOALS

BY

- Operating office equipment that includes but is not limited to typewriter, personal computer, calculator.
- Setting up project revenue and expenditure accounts on the computer and all files.
- Preparing all interim and final expenditure reports.
- Entering all end-of-month direct expenditures on computer.
- Processing required Department of Education monthly and quarterly reports.

PROVIDES NECESSARY INFORMATION AND CONTRIBUTES TO  
THE OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Processing purchase orders.
- Processing vendors' invoices.
- Processing receiving reports and all other pertinent paperwork.
- Maintaining purchase order log.
- Contacting vendors and follow-up on required documents.
- Proof reading and mailing vendor checks paid by Accounts Payable Bookkeeper.
- Reconciling payroll bank statement.
- Preparing invoices for grants and applying for money.
- Reconciling receipts for grants.
- Reviewing petty cash vouchers.
- Providing notice of status of account balances to grant coordinators.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATORS AND STAFF

BY

- Answering telephones and relaying messages to appropriate personnel.
- Assisting other department employees as necessary.
- Substituting on the Switchboard as may be required.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **PAYROLL BOOKKEEPER**

JOB PURPOSE: ENHANCE THE EFFICIENT OPERATION OF THE  
TREASURER'S DEPARTMENT

BY

MAINTAINING ACCURATE RECORDS

RESPONSIBLE TO: TREASURER/ASSISTANT TREASURER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: IV-D

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have the ability to calculate, verify and balance figures. Must be proficient in using a calculator. Must have typing, word processing, and computer data entry skills or the ability to learn. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate effectively both orally and in writing; be able to improvise in difficult and/or unusual situations and function under stress.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion and confidentiality in all matters.

Education/Training – High school diploma required. Additional higher education course credit and/or job related training preferred.

Experience – Job related experience preferred.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE SUCCESS OF MEETING DISTRICT GOALS

BY

- Operating office equipment that includes, but is not limited to, typewriter, personal computer and calculator.
- Knowledge of related software including word processing and spreadsheets.

MAINTAIN EMPLOYEE SALARY RECORDS

BY

- Preparing and entering time sheet data.
- Calculating and entering all salary adjustments.
- Proofreading payroll.
- Calculating, preparing forms, and entering data relating to all types of payroll deductions such as federal, state, city withholding taxes, annuities, union dues, garnishees, credit union payments, and direct deposits.
- Distributing payroll checks to all employees.
- Preparing and mailing necessary retirement, unemployment, loan, court, transfer of sick leave, and other forms.
- Supplying employees with requested information on individual payroll matters and correspond accordingly.

PROVIDE NECESSARY INFORMATION AND CONTRIBUTE TO THE OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Balancing bi-weekly payroll.
- Typing, proofreading , and duplicating such materials, which include but not limited to, salary notices, sick leave memos, correspondence, reports, and other documents as may be required.
- Maintaining vacation records, where applicable.
- Perform all necessary banking duties.
- Processing for disbursement bi-weekly and/or monthly payment checks pertaining to annuities, union dues, withholding tax, health and life insurance, etc.

PROVIDE NECESSARY INFORMATION AND CONTRIBUTE TO THE  
OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Compiling and preparing necessary monthly, quarterly, and annual reports pertaining to payroll and payroll deductions, retirement, federal, state, and city taxes, unemployment report and other financial reports.
- Filing, organizing, and maintaining accurate payroll records.
- Maintaining and processing all compensation records.
- Maintaining salary accounts and adjust, as necessary.
- Maintaining workers' compensation and injury reports.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATORS AND STAFF

BY

- Answering telephones and relaying messages to appropriate personnel.
- Assisting other department employees as necessary.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **ACCOUNTS PAYABLE BOOKKEEPER**

JOB PURPOSE: ENHANCE THE EFFICIENT OPERATION OF THE  
TREASURER'S DEPARTMENT

BY

MAINTAINING ACCURATE RECORDS

RESPONSIBLE TO: TREASURER/ASSISTANT TREASURER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: IV-D

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills - Must have the ability to calculate, verify and balance figures. Must be proficient in using a calculator; Must have typing, word processing, and computer data entry skills or the ability to learn. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate effectively both orally and in writing; be able to improvise in difficult and/or unusual situations and function under stress.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance; reliable in work habits, and be task oriented; exercise discretion, confidentiality and good judgment; and be able to derive satisfaction interacting with students.

Education/Training – High school diploma required. Additional higher education course credit and/or job related training preferred.

Experience – Job related experience preferred.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAINS TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN  
THE SUCCESS OF MEETING DISTRICT GOALS

BY

- Operating office equipment that includes, but is not limited to, typewriter, personal computer, calculator.
- Maintaining purchase order log and reviewing open order log.
- Proofreading and mailing activities checks.
- Maintaining capital and permanent improvement reports
- Contacting vendors, follow up on required documents.

PROVIDES NECESSARY INFORMATION AND CONTRIBUTES TO  
THE OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Processing purchase orders.
- Processing vendors' invoices.
- Processing receiving receipts and other pertinent paperwork.
- Maintaining vendor number sequence lists.
- Filing check and purchase order voucher copies as directed
- Entering disbursements data into computer
- Performing all job related bookkeeping tasks as may be required and/or directed.
- Maintaining and balancing inventory listings.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATORS AND STAFF

BY

- Answering telephones and relaying messages to appropriate personnel.
- Assisting other department employees as necessary.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES

JOB TITLE: **STUDENT ACTIVITIES BOOKKEEPER**

JOB PURPOSE: ENHANCE THE EFFICIENT OPERATION OF THE  
TREASURER'S DEPARTMENT

BY

MAINTAINING ACCURATE RECORDS

RESPONSIBLE TO: TREASURER/ASSISTANT TREASURER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: IV-E

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have the ability to calculate, verify and balance figures. Must have proficiency in using a calculator. Must have typing, word processing, and computer data entry skills or the ability to learn. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate effectively both orally and in writing; be able to improvise in difficult and/or unusual situations and function under stress.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion, and good judgment;

Education/Training – High school diploma required. Additional higher education course credit and/or job related training preferred.

Experience – Job related experience preferred.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAINS TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN  
THE SUCCESS OF MEETING DISTRICT GOALS

BY

- Operating office equipment that includes but is not limited to typewriter, personal computer, calculator and copiers.
- Participating in training to update skills.
- Attending meetings that keep information current.

PROVIDES NECESSARY INFORMATION AND CONTRIBUTES TO  
THE OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Maintaining and processing purchase orders/log.
- Processing payments for athletic performance contracts for high school officials and other game workers as directed.
- Processing payments for athletic services agreements (for employees) as directed.
- Processing and maintaining all records for 007, 011, 018, 300, and 200 student activity funds; revenue and expenditures.
- Preparing, posting, and filing various Auditor of State Office Treasurer's receipts as directed.
- Preparing and entering into the computer and filing inter-fund transfers and advances records as directed.
- Maintaining records for and auditing all sales projects, co-curricular fees, high school tickets, etc.
- Processing petty cash vouchers.
- Proofreading and mailing checks for State and Federal accounts.
- Preparing various daily, weekly, monthly and annual financial reports and statements as needed.
- Setting up funds for mini-grants and monitoring the expenditures, such as: Martha Holden Jennings, McGinty, Partners in Science, etc.
- Assist in year end closing.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATORS AND STAFF

BY

- Answering telephones and relaying messages to appropriate personnel.
- Assisting other department employees as necessary.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: CLERICAL SERVICES  
JOB TITLE: **GENERAL BOOKKEEPER**  
JOB PURPOSE: ENHANCE THE EFFICIENT OPERATION OF THE  
TREASURER'S DEPARTMENT

BY

MAINTAINING ACCURATE RECORDS

RESPONSIBLE TO: TREASURER/ASSISTANT TREASURER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: IV – E

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Must have knowledge of typing, bookkeeping, word processing on a personal computer, and office management. Must have the ability to work with a minimum of supervision and follow instructions; project positive reinforcement; work well with others; communicate clearly and effectively, both orally and in writing, with staff members and business public; be able to improvise in difficult and/or unusual situations and function under stress. Must possess excellent verbal and written skills.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated, punctual, dependable in attendance, reliable in work habits and task oriented; exercise confidentiality, discretion and good judgement.

Education/Training – High school diploma required. Additional job related higher education course credit and/or training preferred.

Experience – Previous job experience required.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESS OF MEETING DISTRICT GOALS

BY

- Operating office equipment which includes but is not limited to typewriter, personal computer and calculator.

PROVIDE NECESSARY INFORMATION AND CONTRIBUTE TO THE  
OPERATION OF THE DISTRICT

BY

- Making timely bank deposits of funds received.
- Maintaining student fee records, student charge record forms and other assigned files.
- Collecting payments and keeping records of payments for Longfellow and Kennedy Preschool programs.
- Working with collection of unpaid fees.
- Sending notification for NSF checks.
- Auditing child care, summer school and other programs as directed.
- Maintaining petty cash and change fund logs and administrator accountability statements as directed.
- Preparing, posting and filing official treasurer's reports to Auditor of State and Department of Education.
- Answering telephone inquiries regarding a wide variety of information requested by parents, schools, outside organizations, etc.
- Typing, proofreading, and duplicating materials which include but are not limited to all forms of correspondence, reports, notices, purchase orders, invoices, and other documents, as may be required, for distribution throughout the district.
- Assist in year end closing.

PROVIDE NECESSARY INFORMATION AND CONTRIBUTE TO THE  
OPERATION OF THE TREASURER'S DEPARTMENT

BY

- Preparing invoices to bill COBRA participants.
- Preparing monthly accounts receivable invoices and processing respective receivable payments as directed.
- Maintaining expenditure and receipt logs and assign numbers as directed.
- Performing assigned computer and or manually typed check processing tasks as directed.

ESTABLISH A GOOD WORKING RELATIONSHIP WITH  
ADMINISTRATORS AND STAFF

BY

- Answering telephones and relaying messages to appropriate personnel.
- Assisting other department employees as necessary.
- Serving as back-up on the telephones in the department.

Board Approved: 9/24/90

Revised: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **INFORMATION SYSTEMS SPECIALIST**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION  
OF THE COMPUTER SERVICES DEPARTMENT

BY

ASSISTING IN VARIED DAILY OPERATIONS OF THE  
COMPUTER SERVICES DEPARTMENT

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: V-E

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – Ability to type (using a computer keyboard) no less than 45 words per minute; general computer literacy including, but not limited to, familiarity with Windows operating system, word processing, spreadsheet and database programs – specifically Microsoft Office. Have ability to think quantitatively and logically, willingness/ability to learn diverse set of duties; ability to communicate clearly both orally and in writing with persons of varying technological skills and attitudes. Be able to work with minimum supervision, given general direction and knowledge of tasks to be performed; desire and ability to learn new skills quickly; ability to tolerate ambiguity; self-motivation; ability to maintain confidentiality of information. Ability to work as part of a small, cooperative team which may operate from time to time under considerable pressure of quick response, close deadlines and high demand for accuracy of results.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; exercise emotional self-control; be punctual, dependable in attendance, reliable in work habits; and task oriented; exercise discretion and good judgment;

Education/Training – High School Diploma required. Associates Degree in Office Automation systems or related field is preferred, but not required.

Experience – Previous experience working with computer data entry, word processing, spreadsheet software, webpage development software, and management information systems. Specifically, advanced knowledge of Microsoft Word, Excel and Access is required. This includes, but is not limited to, creation of form templates, Acrobat PDF document conversion, and mail merge using a variety of data sources. In addition, current experience and knowledge of Ohio's EMIS and SSID systems, local DAS EMIS programs, data download procedures and Internet account creation procedures is mandatory.

## ESSENTIAL JOB RESPONSIBILITIES:

### ENHANCE THE EDUCATIONAL PROCESS

BY:

- Providing support for meeting the State Educational Management Information System (EMIS) requirements.
- Reviewing reports and correcting errors in EMIS data.
- Attending EMIS meetings and working with various district staff to resolve reporting errors.
- Assisting the district liaison with the DA site concerning student/staff data processing.
- Assisting with communication with student and staff; reporting requirements/procedures to district employees.
- Maintaining the confidentiality of privileged information.
- Maintaining district records for the maximum period mandated by law.

### PERFORM SUPPORT TO COMPUTER SERVICES DEPARTMENT

BY:

- Ordering computer and computer-related equipment and services.
- Procuring competitive pricing for technology-related equipment including expansion of vendor base for quoting, as well as maintaining accurate record of past purchases for comparison and decision making.
- Processing daily support calls – including database entry and email to appropriate staff.
- Providing “essential” duties in the absence of the systems operator including tape backups, forms processing and other duties as assigned.
- Providing general secretarial support for the Computer Services department
- Maintaining and updating website information for job postings, secretary handbook, and policy manual.

- Using various software tools to download, format and create both paper and electronic reports from data located in multiple locations for all areas of district management

ASSIST THE SYSTEMS COMPUTER OPERATOR (IN HIS/HER ABSENCE)

BY:

- Scheduling and running appropriate programs and procedures to produce various required district reports and documents, such as payroll and accounting checks, report cards, bus mailers, student fees, transcripts, interims, student schedules, etc.
- Producing miscellaneous on-demand reports and documents as requested by the end-user.
- Performing procedures for daily tape backups of servers located in the Administration Building, including tape rotation, verification of backups and appropriate tape storage.

Board Approved: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **COMPUTER TECHNICIAN (Level 0)**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION  
OF THE DISTRICTS DATA SYSTEM

BY

MAINTAINING ALL DISTRICT EQUIPMENT

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: V-B

MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – This position requires a strong knowledge of Windows based personal computer hardware and software as well as maintenance of computer peripherals such as printers and scanners. In addition, strong verbal and written skills – including the ability to effectively communicate with non-technical staff to resolve problems and determine specific requests; the ability to adapt to a changing technical environment; general technical knowledge of personal computer systems, commercial application programs and networking concepts; and the ability to work with minimal supervision, manage multiple priorities and complete projects within specific deadlines.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion, and good judgment; must have mechanical aptitude and be able to think logically.

Education/Training – Associate's degree or higher, in computer science or related field is preferred.

Experience – Prior experience with the repair and maintenance of personal computers is preferred.

ESSENTIAL JOB RESPONSIBILITIES:

PROVIDE DISTRICT TECHNOLOGY SUPPORT

BY

- Installing, upgrading, maintaining and troubleshooting district-owned classroom and administrative computers, printers and other peripheral equipment.
- Resolving computer related problems reported via the Computer Services help desk.
- Installing new software and upgrading existing software in both networked and standalone environments.
- Assisting staff by answering questions related to the use of computer technology.
- Carrying out other technology related projects as may be required to support the operations of the district computer and information systems.

Board Approved: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **COMPUTER TECHNICIAN I/II**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION  
OF THE DISTRICTS DATA SYSTEM

BY

MAINTAINING ALL DISTRICT EQUIPMENT

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECP

CLASSIFICATION: V-I – Computer Tech I  
V-J – Computer Tech II

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – This position requires a strong knowledge of current personal computer operating systems, commercial software packages, and network operating systems. Must have ability to install and support products such as Windows 95, 98, XP; Microsoft Office 97, 2000, XP; Microsoft Works; Microsoft Front Page and Netscape Communicator. Systems Administrator level knowledge of Novel Netware operating systems is required.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion, and good judgment; must have mechanical aptitude and be able to think logically. Must have strong verbal and written skills, including the ability to effectively communicate with both technical and non-technical staff. The ability to resolve problems and explain the use of various computer systems to non-technical staff is essential.

Education/Training – Associate's degree or higher, in computer science or related field. Related work experience can be substituted for a degree.

Experience – A minimum of two years progressive experience involving support of desktop personal computers in a networked environment.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN THE COMPUTER INFORMATION SYSTEM FOR  
THE DISTRICT

BY

- Providing support for classroom and administrative personal computers located throughout the district including software installation and troubleshooting.
- Adapting to changing technical environment.
- Working with minimal supervision, managing multiple priorities and completing projects with specific deadlines.
- At level V-J, coordinating day-to-day schedule for repair and installation work orders as well as new installation projects.
- Providing job guidance and technical support to Computer Tech-Level 0 employee(s).

MAINTAIN A GOOD WORKING RELATIONSHIP WITH ALL DISTRICT  
EMPLOYEES

BY

- Resolving computer related problems reported via the district help desk.
- Installing new software and upgrading existing software in both networked and standalone environments.
- Assisting staff by answering questions related to the use of computer technology.
- Assisting in network communication support and programming.

Board Approved: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **SYSTEMS TECHNICIAN**

JOB PURPOSE: ENHANCE THE DAY-TO-DAY OPERATION  
OF THE DISTRICT'S COMPUTER SYSTEMS

BY

PROVIDING TECHNICAL SUPPORT FOR THE DISTRICT  
SERVERS AND DATA COMMUNICATIONS EQUIPMENT

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: V-J

## MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – This position requires a strong knowledge of server operating systems as well as data communications configuration and a strong knowledge of current personal computer operating systems, commercial software packages, and network operation systems. Must have ability to install and support products such as Windows XP and Microsoft. Also, required are the abilities to solve complex technical problems, install and implement server operating systems, install and implement the required configurations related to the district data network and a variety of tasks related to the overall technical support of the district information systems.

In addition, strong verbal and written skills – including the ability to effectively communicate with non-technical staff to resolve problems and determine specific requests; the ability to adapt to a changing technical environment; general technical knowledge of personal computer systems, commercial application programs and networking concepts; and the ability to work with minimal supervision, manage multiple priorities and complete projects with specific deadlines.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self-motivated, punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise confidentiality, discretion, and good judgment; must have mechanical aptitude and be able to think logically.

Education/Training – Bachelor's degree in Computer Science or related field.

Experience – A minimum of four years related work experience is required.

## ESSENTIAL JOB RESPONSIBILITIES:

### PROVIDE TECHNICAL NETWORK AND SERVER SUPPORT

#### BY

- Installing, upgrading, maintaining and troubleshooting the district server operating systems and related server software.
- Configuring district routers and switches to provide efficient use of network resources.
- Reviewing and upgrading network and server security procedures and software to insure reliable and confidential data functions.
- Providing support for classroom and administrative personal computers located throughout the district including software installation and troubleshooting.
- Working with minimal supervision, managing multiple priorities and completing projects with specific deadlines.
- Assisting with resolving computer related problems reported via the district help desk.
- Assisting with installing new software and upgrading existing software in both networked and standalone environments.
- Adapting to a changing technical environment.
- Carrying out such technical projects as may be required to improve the operations of the district information systems.

Board Approved: 1/8/07

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **SYSTEMS COMPUTER OPERATOR**

JOB PURPOSE: ENHANCE THE DISTRICT'S COMPUTER SYSTEMS  
BY  
INCREASING ITS USES AND EFFECTIVENESS IN  
DAILY REPORT AND DOCUMENT PRODUCTION, DATE  
BACKUP, DATA COMMUNICATIONS SUPPORT AND  
BY SUPPORTING END USES THROUGH A VARIETY OF  
NETWORK AND SYSTEMS MANAGEMENT DUTIES.

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: V-G

MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – This position requires a strong knowledge of data operations concepts and a general understanding of data backup procedures as well as data communications components. In addition, strong verbal and written skills – including the ability to effectively communicate with non-technical staff to resolve problems and determine specific requests; the ability to adapt to a changing technical environment; general technical knowledge of personal computer systems, commercial application programs and networking concepts; and the ability to work with minimal supervision, manage multiple priorities and complete projects with specific deadlines.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; have control over emotions; be self motivated; punctual, dependable in attendance, reliable in work habits, and be task oriented; exercise discretion and good judgement.

Education/Training – High school diploma required. College level courses in Computer Science are required.

Experience – A minimum of four years progressive experience in computer operations and end user support.

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN AND USE TECHNICAL KNOWLEDGE TO SUPPORT DAILY  
OPERATIONS REQUIREMENTS OF THE DISTRICT

BY

- Scheduling and running appropriate programs and procedures to produce various required district reports and documents such as payroll and accounting checks, report cards, bus mailers, student fees, transcripts, interims, student schedules, etc.
- Performing file transfer procedures to support transmission of various data files including payroll direct deposit, SERS, STRS, Federal tax information, EMIS, and transportation.
- Producing miscellaneous on-demand reports and documents as requested by the end user.
- Monitoring forms inventory and working with appropriate Computer Service staff to place orders and change/redesign forms as necessary.
- Maintaining staff accounts for web access to student grading and daily attendance.
- Following appropriate procedures to allow web grading access for staff at scheduled times of year.

MAINTAIN AND USE TECHNICAL KNOWLEDGE TO SUPPORT THE  
SYSTEMS MANAGEMENT OF CENTRAL AND REMOTE COMPUTERS

BY

- Performing procedures for daily tape backups of servers located in the Administration Building including tape rotation, verification of backups and appropriate tape storage.
- Ensuring off-site rotation of tape backups
- Monitoring systems and performing first level trouble shooting of servers located in the Administration Building; resolving or referring to appropriate staff as applicable

MAINTAIN AND USE TECHNICAL KNOWLEDGE TO SUPPORT THE DATA  
COMMUNICATIONS SYSTEMS USED BY THE DISTRICT

BY

- Monitoring network equipment and performing first level trouble shooting of network; resolving or referring to appropriate staff as applicable.
- Reporting failures of leased line communications to appropriate vendor
- Following up with external vendors to ensure resolution of data communications problems.
- Notifying appropriate non-technical staff of data communications failures and estimated timeline for repair.

## WILLOUGHBY-EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

JOB CATEGORY: TECHNICAL SERVICES

JOB TITLE: **INFORMATION SYSTEMS ANALYST II /  
EMIS COORDINATOR**

JOB PURPOSE: ENHANCE THE DISTRICT'S COMPUTER SYSTEMS  
BY  
INCREASING ITS USES AND EFFECTIVENESS IN DATA  
MANAGEMENT AND DATA SUBMISSION TO THE OHIO  
DEPARTMENT OF EDUCATION (for EMIS and NCLB  
reporting) AND BY SUPPLYING THE DISTRICT WITH A  
CENTRAL CONTACT PERSON FOR CLASSROOM AND  
OFFICE COMPUTER RELATED QUESTIONS

RESPONSIBLE TO: COMPUTER SERVICES MANAGER

TERM OF CONTRACT: TWELVE MONTHS (261 days)

BARGAINING UNIT: WECF

CLASSIFICATION: V-J

MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills – This position requires a strong knowledge of application analysis and programming concepts as well as a general understanding of a variety of commercial software packages as well as personal computer and network operating systems. In addition, extensive technical knowledge of the State EMIS reporting system is required. Specifically, this position requires: formal training in application programming; strong verbal and written skills – including the ability to effectively communicate with non-technical staff to develop computer systems, resolve problems and explain the use of various computer systems in a non-technical manner; the ability to adopt to a changing technical environment; general technical knowledge of personal computer systems commercial application programs and networking concepts; knowledge of the State EMIS system including reporting rules, data elements and timeline requirements; and the ability to work with minimal supervision, manage multiple priorities and complete projects with specific deadlines.

Characteristics/Traits – Must maintain a neat, well-groomed appearance; exercise emotional self-control; be punctual, dependable in attendance, reliable in work habits; and task oriented; exercise discretion, confidentiality and good judgment; be in good physical and mental health and of good moral character.

Education/Training – Associates Degree or higher in Computer Science is required.

Experience – A minimum of four years progressive experience in both programming/analysis and end-user support.

#### ESSENTIAL JOB RESPONSIBILITIES:

##### MAINTAIN AND USE TECHNICAL KNOWLEDGE TO DEVELOP SOFTWARE SYSTEMS TO BETTER COLLECT AND REPORT DATA IN ALL AREAS OF SCHOOL DISTRICT OPERATION

###### BY

- Modifying existing programs and develop new application programs to maintain, improve or enhance administrative computer applications systems.
- Selecting appropriate computing platform when developing new applications (ie. programming language vs. report generator (SQ or MVQuery) vs. Excel vs. Access).
- Identifying application system problems and suggest appropriate solutions and/or work with current vendor to resolve problem(s).
- Developing or updating documentation for new or existing computer application systems.

##### MAINTAIN AND USE TECHNICAL KNOWLEDGE TO MAN THE COMPUTER SERVICES HELP DESK WHICH IS AVAILABLE TO ALL STAFF MEMBERS TO ASSIST IN TECHNICAL QUESTIONS RELATED TO CLASSROOM AND ADMINISTRATIVE OFFICE COMPUTING NEEDS

###### BY

- Providing a primary point of contact for questions from staff regarding the use of administrative application systems, classroom computers and network usage.
- Providing end-user software support related to general computer technology including problem resolution, and software installation.
- Providing individual training for front office staff using Student Administrative Software.
- Providing technical support and training for the Information Systems Specialist.

MAINTAIN TECHNICAL KNOWLEDGE WHICH WILL ASSIST IN THE  
SUCCESSFUL REPORTING OF STATE AND FEDERAL (EMIS AND NCLB)  
MANDATES

BY

- Serving as District Liaison with the DA Site, the State Department of Education and the Area 8 coordinator (re: requirements/procedures of student and staff data reporting for S.B. 140 (EMIS and NCLB)).
- Communicating student and staff reporting requirements/procedures to employees responsible for S.B.140 (EMIS and NCLB) data collection.
- Submitting EMIS data to the DA Site in a timely fashion as required by S.B. 140.
- Reviewing resulting reports for missing and/or incorrect data.
- Investigating and working with appropriate end-user(s) to resolve reporting errors as necessary.
- Reconciling student enrollment between “SF 3” and “SF Flow” reports to ensure accurate funding from the State and from other Districts for the good of Willoughby-Eastlake Schools.

BOARD APPROVED: 1/8/07

## SCHOOL BUS DRIVER

## JOB DESCRIPTION

Responsibility: Reports to the Transportation Manager

Job Goal: To provide safe and efficient transportation so that students may enjoy the fullest possible advantage from the district's curriculum and extracurricular program.

## Specific Duties:

1. Conform to and obey all current Ohio Pupil and Transportation laws and Regulations.
2. Observe all mandatory safety regulations for school buses, including current State Department of Education rules and regulations and the Willoughby-Eastlake Bus Safety Regulations Manual.
3. Maintain discipline, enforce Board policies and regulations, and report infractions thereof to the building principal on forms provided.
4. Work together with school officials.
5. If information is available, be aware of special health and handicapping problems of children.
6. Keep assigned routes and time schedules. All suggested changes must be approved in advance by the Transportation Manager.
7. Check the bus before each operation for mechanical defects and other matters required for safe operation of the vehicle according to the Ohio Pupil Transportation Laws and Regulations.
8. Notify the Transportation Manager in case of mechanical failure and turn in a written work order for service and repair.
9. Clean and sweep the buses daily; wash outside windows and refuel bus as needed.
10. Complete all reports required by the Transportation Manager.

## Qualifications:

### 1. Knowledge, Skills, Abilities

Knowledge of and ability to drive a bus defensively; thorough knowledge of the location of roads within the district; general knowledge of the location of roads in Cuyahoga, Geauga and Lake counties; general mechanical knowledge of buses would be helpful; must be able to handle step height of 17 inches; must be able to handle a minimum of 10 times in and out of bus a day; must be able to open a manual door on the average of 75 - 80 times a day with reach of 29 inches; must be able to open driver's window with a reach of 18 inches; must be able to open and close emergency hatches with an overhead reach of 18 inches; must be able to do rear emergency evacuations with a drop of 42 inches from floor to ground; must be able to reach CB radio with a reach of 12 to 24 inches, depending on location of radio.

### 2. Personal Traits

Neat, well-groomed appearance; desire to work as part of a team; concern for well-being and safety of students, staff and public; promote the best possible image for the district; willingness to learn; adaptability to change; dependability; desire to come to work daily; pride in work; friendliness and cooperativeness; willingness to respond to emergency calls to work, including field trip driving; ability to deal with parents and students of all ages; ability to handle pressure from parents and to maintain control of students and enforce behavior rules while transporting students; must be able to handle emergencies; work together with bus aides, if assigned to your bus (this will require you to read the job description for bus aides); self-control over temper and emotions.

### 3. Education/Training

High school diploma or equivalent (GED) preferred; valid commercial driver's license (CDL) required; must have clean driving record without any prior convictions; must have good record of attendance in prior jobs.

### 4. Experience

Be of legal age in Ohio and have at least three (3) years driving experience.

Terms of contract:	Nine Months (189 Days)
Evaluation:	As per negotiated agreement
Bargaining Unit:	O.A.P.S.E. Local #145

Adopted by Board: August 18, 2003

## SCHOOL BUS AIDE (ATTENDANT)

## JOB DESCRIPTION

Responsibility: Reports to the Transportation Manager.

Job Goal: To ensure safe, orderly transport of bused students.

## Specific Duties:

1. Work cooperatively with the bus driver and other school personnel involved in the transportation of students.
2. Work with the bus driver to establish specific responsibilities when both are loading and unloading students; assist students getting on and off the bus.
3. As needed, assist children to and from the school building and to and from the home, as directed by responsible authority.
4. As needed, discipline and care for students when vehicle is underway, submitting reports as required.
5. Attend such in-service training as may be needed, related to transportation and control of handicapped students.
6. Before departure from the last stop, confirm that no students remain on the bus.
7. Provide such other assistance as directed by the Transportation Manager.

## Qualifications:

1. Knowledge, Skills, Abilities:  
Able to enter/exit bus (step of 17 inches) at least ten times daily; open/close windows with reach of 18 inches; to execute rear door emergency evacuation with a drop of 42 inches from floor to ground. Strength to push wheel chairs with students as needed and to operate lifts as required. Have sufficient dexterity to operate seat belts for students and assist students on and off bus. Ability to lift and carry students as needed.
2. Personal Traits:  
Neat, well-groomed appearance; desire to work as part of a team; concern for well-being and safety of students, staff and public; promote the best possible image for the district; willingness to learn; adaptability to change; dependability; desire to come to work daily; pride in work; friendliness and cooperativeness; willingness to respond to emergency calls to work; ability to deal with parents and students of all ages; ability to handle pressure from parents and to maintain control of students and enforce behavior rules; must be able to handle emergencies; work together with bus drivers; self-control over temper and emotions; attentiveness to tasks.

3. Education/Training  
High school diploma or equivalent (GED) preferred; must have good record of attendance in prior jobs.
4. Experience  
Previous work experience, especially in child care or education settings preferred.

Term of contract:      Nine Months (189 Days)

Evaluation:              As per negotiated agreement.

Bargaining Unit:        O.A.P.S.E. Local #145

Adopted by Board:      August 18, 2003

School Employees Retirement System

All employees in public schools in positions for which a certificate is not required under O.R.C. 3319.22 to 3319.31 are required to be members of the School Employees Retirement System (SERS). Acceptance of the obligations of the retirement laws is a condition of employment of a school employee. The District shall operate in accordance with rules and regulations issued by the SERS. For those classified employees who take approved leaves of absence and who choose to purchase credit for such period of absence with SERS, the Board will pay its required contribution for the leave.

Adopted by Board: 9/23/91

Job Description - Cleaning Persons and Custodians

Qualifications: Good physical health  
 Sound moral character  
 Neat and clean in appearance  
 Pride in one's self and one's work  
 Respect for fellow employees  
 Ability to get along with people

Job Objective: To provide a clean, comfortable and safe physical environment so that children may enjoy the fullest possible advantage from the district's curriculum and extracurricular program.  
 The following responsibilities are general and should not be construed as limiting other necessary job assignments covering day-to-day activities.

Class I

C Cleaning Person

Performance  
 Responsibilities:

Supervisor--Plant Supervisor and/or High Supervisor

1. Empty pencil sharpeners and waste baskets.
2. Clean sinks and counters.
3. Fill paper towel containers.
4. Once or twice a week, Hiltone window sills.
5. Clean door windows and windows beside doors as often as necessary.
6. Dust all cabinets, teachers' desks, and all book shelves in classroom at least three times a week.
7. Dust ledge above the blackboard and over door at least once per week.
8. Move all roll-away cabinets at least every other night.
9. Clean corners with dust cloth nightly to prevent build-up of dirt.
10. Sweep all areas on the floor and line up desks in the classrooms.
11. Lock classroom windows and door after room has been put in order.
12. Clean all crayon and pencil marks from floor in classroom and library with steel wool if necessary.
13. Check for and remove dustwebs and cobwebs on walls and ceilings nightly.

14. Wipe library tables off nightly and dust library shelves at least three nights per week.
15. Remove finger marks from library windows nightly.
16. Run sweeper nightly in library, if carpeted.
17. Dry dust mop floors nightly.
18. Help insure that all doors and windows are locked before leaving building for the night.
19. Change your own dust mops at least once a week.
20. Wash all sinks, porcelain, toilets, urinals, and toilet seats and disinfect all urinals and bowls every night.
21. Check underneath sinks for dirt and clean as necessary.
22. Check toilet paper holders nightly and refill where necessary.
23. Wipe all marks and spots off walls nightly.
24. Shine all chrome fixtures and paper towel dispensers nightly.
25. Damp mop restroom floors nightly.
26. Spot damp mop spillage.
27. If any repairs are to made or light bulbs replaced, report to Plant Supervisor.
28. Clean univents.
29. Perform any additional tasks or duties which may be assigned by the Plant Supervisor or Principal.

Class     II    

Assistant     Custodians    

Performance  
Responsibilities:

Supervisor--Plant Supervisor and/or Night Supervisor

1. Dust, sweep, damp mop, wipe assigned areas (louvres, sinks, shelves, sills, furniture, mirrors, windows, chalkboards, tackboards, piano keys).
2. Clean restrooms in assigned area.
3. Empty pencil sharpeners, wastebaskets.
4. Burn or otherwise dispose of trash.
5. Operate and clean vacuum cleaner.
6. Fill restroom and other dispensers.
7. Flag display.
8. Lawn, shrubbery, and grounds maintenance.
9. Shovel, plow or sand walks, steps, parking areas, driveways, as needed.
10. See to operation and cleaning of boilers.
11. See to operation of univents, including cleaning of filters.
12. Replace broken classroom windows, if less than four.

13. Help care for all equipment used in operation of physical plant.
14. Assist drivers by unloading trucks and storing supplies.
15. Replace burned-out light bulbs, fluorescent tubes, univent filters when necessary.
16. Clean light fixtures, clean and replace gym lights.
17. Make minor furniture, school equipment, and window blind repairs.
18. Perform minor repairs and maintenance as necessary.
19. Install movie screens, wall maps, door stops when necessary.
20. Clean roofs.
21. Clean up after sick children.
22. Remove all writing from outside of building where possible.
23. Wash inside and outside windows.
24. Scrub and wash floors, with special attention to heavily-frequented areas.
25. Strip, seal, and re-wax floors when necessary.
26. Report major repairs needed to the Plant Supervisor.
27. Report damage to school property to the Plant Supervisor.
28. Patrol school grounds.
29. Spray buff floors as needed.
30. Replace washers in leaking faucets.
31. Clean acoustical ceiling tile and light fixtures.
32. Vacuum clean and shampoo carpeting.
33. Replace or repair broken floor tile.
34. Do small paint jobs.
35. Clean entrance mats.
36. Assist in closing bleachers.
37. Assist in setting up for extracurricular activities.
38. Compact rubbish (operate compactor).
39. Operate automatic scrubber.
40. Set up and dismantle scaffolding.
41. Grease and oil motors.
42. Change belts.
43. Help with inventory of supplies, equipment, and fuel so that necessary custodian materials are always available.
44. Assist the General Cleaning persons where time permits and when necessary to the maintenance of a clean school building.
45. Help with responsibility for closing building each day and for determining, where no subsequent shift is

- on duty, that all doors are secured and that all lights, with certain exceptions, are extinguished.
46. Perform any additional cleaning, maintenance, repair and upkeep that may be assigned by the Plant Supervisor, Principal, or Manager of Buildings and Grounds.

Class III

Assistant Day Custodians

Performance Standards Supervisor--Plant Supervisor

Responsibilities:

1. The assistant day custodian will perform any assigned tasks required of a Class II custodian as well as assist the Plant Supervisor in a preventive maintenance program for both building and grounds.
2. The assistant day custodian will perform other duties as assigned by the Plant Supervisor and/or Principal.

Plant Supervisor

Performance Standards Supervisor--Principal

Responsibilities:

1. Unlock building.
2. Flag display - daily.
3. Order supplies.
4. Prepare time sheets.
5. Inform night custodian crew of all activities in building and setup required.
6. Train all new custodians.
7. Assume lunch room duties when necessary.
8. Supervise and assist in repair and maintenance of physical plant - daily.
9. Check and maintain heating system.
10. Maintain emergency manual.
11. Make up work schedules for assistant custodians.
12. Work with principal in all phases of operation of physical plant.
13. Patrol school grounds. Check condition of playground equipment.
14. Prepare work orders for maintenance personnel.
15. Assume responsibility for keys, tools, furniture and all school property.
16. See that fire alarm system is in proper working condition.

17. Set example of helpful behavior to students, teachers, employees and all individuals visiting or having business in building.
18. Assign custodians to cover all events which take place in the school building outside normal school hours.
19. Recommend to Principal release or retention of new custodial employees.
20. Help in all phases of work of assistant custodians and Class I (general cleaning) personnel whenever extra help is needed.
21. Accept responsibility for checking building on weekends.
22. See to maintenance of athletic field facility (toilet, concession stand).
23. See that broken windows (if less than four at one time) are repainted.
24. Plan work for summer and holiday periods.
25. Perform other duties as assigned by the Principal.

Night Supervisor

Performance  
Responsibilities:

Supervisor--Plant Supervisor and Principal

1. The Night Supervisor will perform any assigned tasks required of a Class II custodian as well as assist the Plant Supervisor in providing direction to the night personnel.
2. He will perform other duties as assigned by the Plant Supervisor and/or Principal.

Note: In all matters regarding custodial service, building conditions, and sanitation, the various provisions of the Ohio Revised Code as now in effect, or as may be adopted, shall be followed.

Adopted by Board: 11/17/80

Student Teachers

The Willoughby-Eastlake City Schools District approves the utilization of its schools for the purpose of providing student teaching and other field-based experiences for teacher education students.

The Superintendent shall control and direct the placement of such teacher education in students in the classrooms of this district.

Certificated personnel of the district who agree to serve as supervisors of teacher education students may accept an honorarium or stipend directly from the college/university for those services rendered outside the regular school day and above and beyond the duties and responsibilities specified in the teacher's contract.

The Treasurer and Superintendent are authorized to enter into such written agreements with colleges/universities as are necessary to implement this policy.

Adopted by Board: 9/12/83

### Noon Aides

The administration is authorized to supplement the teaching staff with the use of noon aides for the control of noon hour activities and thus allow teachers to be released as provided in collective bargaining agreements during the lunch period. The aides will function at the direction of the principal, and in conformity with their job descriptions and regulations' guidelines.

Additionally, the district shall employ latchkey/childcare workers as needed to operate a before and after school program, supported by fees paid by parents who send their children to the program; said program shall be, at minimum, self-supporting. Likewise, persons may be employed to act as student monitors during the school day as needed for student supervision purposes, such as study halls.

Adopted by Board: 7/8/63

Amended: 9/8/69; 9/10/12

## WILLOUGHBY/EASTLAKE CITY SCHOOL DISTRICT

## POSITION DESCRIPTION

POSITION: Noon-Aide

MINIMUM QUALIFICATIONS:

Knowledge, Abilities, and Skills-- Ability to learn job guidelines and to apply them on a daily basis; knowledge of school rules and basic concepts/techniques of child discipline. Ability to get along with other noon-aides, parents and teachers. Knowledge of basic structure of public education.

Characteristics/Traits-- Concern for children's health, safety and learning. Patience in dealing with children's problems and behavior. Willingness to take such training programs as the district may provide. Punctuality, dependability, reliability in work habits. Good health and moral character. Concern for education. Discretion and good judgment. Tolerant for inclement weather.

Education/Training-- High school diploma or equivalent. Good command of English both oral and written. Training in first aid and CPR desirable but not required.

Experience-- Experience with supervision of children in public or private sector desirable. Previous work as a volunteer in any aspect of children's services also helpful.

RESPONSIBLE TO: In each building where employed, the noon-aide reports to the building principal.

TERM OF CONTRACT: Nine months (191 days)

BARGAINING UNIT: None

CLASSIFICATION: None

PRIMARY DUTIES: To assist the instructional and other staff by supervising students in appointed areas during lunch periods.

REPRESENTATIVE DUTIES:

Follow Guidelines for Noon Aides established in Regulations for control and supervision of students.

Exercise student supervision in lunchroom or on playground, or in other areas as assigned by the principal.

Assist as needed in lunchroom in dispensing food/drinks and in cleaning up areas which may constitute a safety threat.

Report or bring to principal's office misbehaving students.

Carry out such other tasks as the principal may assign, consistent with the role of noon-aide.

# W-E STUDENT CODE OF CONDUCT & RELATED POLICIES

## Code of Student Conduct

5114

The educational purpose of the school is paramount; behavior of any kind, symbolic or otherwise, is to be limited to prevent disruption of that purpose. Studies of effective schools have shown that reasonable discipline is essential to maintaining a school environment conducive to learning. This Code specifies activities which may subject a student to suspension, expulsion or other removal from the schools, and sets forth the procedures which must be followed in imposing such discipline.

Suspension, expulsion, or removal from school results in an unexcused period of absence from regular classes. A student does not receive scholastic credit for the period of his/her absence. During this time, the student (if he/she is 18 years of age or older) and/or the parents, guardian or custodian are responsible for the conduct of the individual. While suspended, expelled or removed from school under this policy, students are not permitted to attend curricular or extracurricular activities. If a student is removed only from a particular class or activity, he/she may not attend that class or participate in that activity for the duration of the removal.

### Definitions:

Suspension is defined as the denial to a student, for a period of no less than one nor more than ten school days, of permission to attend school and to take part in any school function. If at the time a suspension is imposed there are fewer than 10 school days remaining in the school year in which the incident that gives rise to the suspension takes place, the Superintendent may apply any remaining part or all of the period of the suspension to the following school year. An in-school suspension may be used in place of an out-of-school suspension at the discretion of the building principal. In such case, a student shall attend school at the regular hours, but shall not attend regular classes or otherwise participate in school activities.

Expulsion is defined as the denial to a student of permission to attend school and to take part in any school function for a period of not less than 11 days, and not extending beyond a current semester, the greater of 80 school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place. If at the time an expulsion is imposed there are fewer than 80 school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the Superintendent may apply any remaining part or all of the period of the expulsion to the following school year. Whenever a student is expelled for more than 20 days or if the expulsion will extend into the following semester or school year, the Superintendent shall, in the notice required, provide the pupil and his/her parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the pupil's attitudes and behavior that contributed to the incident that gave rise to the pupil's expulsion. Such information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

Emergency removal is defined as the denial to a student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, for a period not exceeding seventy-two hours, of permission to attend school and to take part in any school functions.

Disciplinary removal is defined as the removal of a student from a class or an extracurricular activity for less than twenty-four hours.

### Article I: Suspensions

Suspension may be imposed when the Superintendent, Principal or Assistant Principal, or other certificated administrator determines, after compliance with the rules set forth below in the "procedures" section of this article, that a student has engaged in conduct specified in this code as warranting suspension. A student may also be suspended pending the outcome of expulsion hearings.

Misconduct for which suspensions may be imposed:

1. Smoking:

A student shall not possess, use, transmit, sell, or conceal cigarettes or tobacco

- A. on school grounds, at any time;
- B. off school grounds at a school activity, function, or event; or
- C. on a school bus.

2. Appearance and Dress:

Student dress and grooming shall be regulated to the extent that they are not unsafe for the student or those around the student; do not substantially impair the work of the school; are not disruptive of school operations and the educational process; and are not provocative, suggestive or obscene. Apparel which displays obscene language, pictures, drawings, or logos, or which promote consumption of alcoholic beverages, smoking, or use of other drugs or controlled substances is expressly forbidden. No policies or rules shall deprive any person of civil rights, enforce a particular code of morality, or espouse religious tenets. There must be a clear showing of a reasonable connection between any specific dress/grooming prohibition and negative effect on the student or the educational process.

This Policy and Regulations shall be reviewed annually by the Superintendent or his/her designees, and recommended changes submitted to the Board for approval prior to implementation.

Specific requirements are:

- A. Hair must be clean and must not be of such colors, length or style that it will constitute a safety hazard or that it will disrupt an environment conducive to learning.
- B. Some type of shoe, sandal or boot must be worn at all times; no footwear which damages school floors shall be worn.
- C. No item of apparel may be worn which displays ads or promotions for alcoholic beverages, tobacco or any other drug, or which advocates violence or use of force against any institution, individual, or racial, ethnic, or cultural group.
- D. All apparel shall be clean and kept in good repair.
- E. Interpretations of this policy in specific instances and decisions of the principal that a dress code violation has occurred may be appealed by the parents of a student (but not by the student) to a committee of at least five faculty members and five parents (excluding the appealing parents) who volunteer to hear the appeal. The parent volunteers may be recruited by appealing parents or by the building principal, at the option of the appealing parents. A majority vote of the committee to permit the proscribed item shall make said item permissible in that building; otherwise, said item shall not be permitted. However, no decision of the committee shall reverse a prohibition contained in this policy. In the event that any person believes that such a reversal has occurred, said person may present his/her position to the Board of Education in open session. Alternatively, such person may discuss the matter with the Superintendent, who in turn may, but is not required to, present specific recommendations to the Board to alter this policy. Any varying interpretations from building to building which result from this section of the policy shall be reported annually by the Superintendent to the Board.

- F. Bare midriffs are not permitted, but any shirt or blouse which is not transparent is permitted.
- G. Leotards as a sole garment are prohibited.
- H. Makeup, high-heeled shoes, and cosmetics (except for those which may be medically prescribed) for students in grades K - 5 are prohibited.
- I. Special attire/grooming requirements may be imposed in industrial arts and home economics classes, and uniforms or other special dress may be prescribed in trade, industrial, vocational, science, and physical education classes.

3. Truancy, Tardiness or Class-Cutting:

No student shall be absent from school in accordance with provisions of Board Policy 5201 and pursuant regulations.

4. Profane, Vulgar, or Improper Language:

No student shall use profane, vulgar or other improper language in any area of school buildings during school hours or at school-sponsored or related activities or events on or off school property, nor shall a student use vulgar or improper gestures or signs.

5. Insubordination:

No student shall fail to follow the directions, requests or orders of teachers, school officials, teacher aides or other authorized school personnel. No student shall engage in any conduct which tends to interfere with the teacher's conduct of a class, tends to disrupt or interfere with the educational process of the school, tends to disrupt or interfere with extracurricular or school-related activities, or tends to endanger the health or safety of the student or others.

6. Failure to Accept Discipline:

No student shall refuse to accept discipline from teachers, school officials, teacher aides or other authorized school personnel.

7. Hazing:

No student shall threaten, act or participate in an act or acts which may injure, degrade, disgrace or tend to injure, degrade or disgrace another student.

8. Violation of Bus Conduct Requirements:

No student shall threaten, threaten to act, or act in such a way as to pose a danger to the safe operation of a school bus, including, but not limited to, the following:

- A. failure to remain seated while the bus is in motion;
- B. throwing or threatening to throw any object at the bus driver, aide, or other passenger;
- C. extending any objects, including limbs or body, out of the bus window;
- D. smoking on the bus (which shall carry the same penalty as that for smoking on any other school property);
- E. littering the bus;

- F. eating or drinking on the bus except with the permission of the bus driver on field trips;
- G. bringing a pet or other animal onto the bus, except for seeing eye dogs;
- H. failure to follow the lawful directions of the bus driver or aide;
- I. causing damage to the bus;
- J. engaging in any conduct which causes or threatens to cause physical harm or emotional distress to the bus driver or the aide, to the extent that the driver's attention could be diverted from his/her driving.

When a student is determined by a bus driver to have violated the bus conduct requirements set forth above, the driver shall issue a bus misconduct notice in the student's name to the principal of the building the student attends.

The principal or his/her designee shall meet with the student so charged and the principal shall return the notice or a copy thereof to the Transportation Department, indicating thereon the action taken to discipline the student.

When a principal receives a bus misconduct slip on a student, a copy of the notice, when completed by the principal, shall be sent by mail to the student's parents, along with a letter informing them of the progressive nature of the penalties for repeated violation of bus conduct requirements.

For the first and second violations of these rules, the principal shall prescribe a reasonable penalty. Automatic suspensions from the bus shall be imposed for the third and subsequent offenses, in accordance with the following schedule:

- Third Offense: One to three days suspension
- Fourth Offense: Two to five days suspension
- Fifth Offense: Five to ten days suspension
- Sixth Offense: Permanent suspension

Suspension from the bus does not relieve a student from punctual school attendance.

All other Board policies and regulations dealing with student conduct are also applicable to students while they are on a school bus.

Before a suspension under this section is imposed, the principal shall discuss the charge and the penalty with both the students and the driver; the principal may hold a joint meeting with them when necessary. If the principal finds reasonable cause to believe the student committed the offense, the suspension penalty must be imposed.

When a suspension is to be imposed, the principal shall send a letter to the student's parents, informing them of the appeal process. At the request of the parents, the principal shall arrange a meeting between the parents and the driver to discuss the reason (s) for the suspension.

9. Violation of the district's policy on use of technology equipment.

10. Commission of Acts Which are Grounds for Expulsions:

Suspension penalties may be imposed for any offense which is a ground for expulsion.

11. Violation of Policies, Rules and Regulations:

No student shall violate any Board of Education policies or school rules and regulations. Students are responsible for becoming familiar with these.

After a hearing, the superintendent may refuse admission of a student into the district if the student has been suspended from another Ohio public school and the suspension has not expired.

#### Procedures:

The student shall be given written notice of the possibility of suspension and reasons for such action by the Superintendent or Principal. The student will be given an opportunity to appear at an informal hearing before the Superintendent, Superintendent's designee, Principal or Assistant Principal to challenge the reasons for the possible suspension or to otherwise explain his/her actions. (in the event of suspension from a bus under item 8 above, such informal hearing may occur in place of, or in addition to, the meeting between the parents, bus driver, and principal.)

Within twenty-four hours after the time of a student's suspension, the Superintendent or Principal shall send written notice of the suspension to the student and his/her parent, guardian, or custodian and the Treasurer of the Board of Education. The notice shall specify the duration of the suspension and the reasons therefor.

This procedure does not apply when a student is removed from one or more curricular or extracurricular activities for a period of less than twenty-four hours and is not subject to suspension, or where ordinary disciplinary measures such as detentions and reprimands are used.

## Article II: Expulsions

A student may be expelled whenever the Superintendent determines, after compliance with the procedures set forth below, that a student has engaged in one or more of the types of misconduct specified below. Expulsion proceedings are required to be conducted, even if the student under consideration for expulsion has withdrawn from school, as though the student had not withdrawn.

Misconduct for which expulsions, or in a proper case, suspensions, may be imposed:

### 1. Disruption of School:

A student shall not, by use of violence, force, noise, coercion, threat, harassment, intimidation, fear, passive resistance, or any other conduct, cause, attempt, or threaten to cause the substantial and material disruption or obstruction of any activity or function of a school.

A student shall not urge other students to engage in such conduct for the purpose of causing, attempting, or threatening to cause the substantial and material disruption or obstruction of any activity or function of a school.

While this list is not all inclusive, the following acts illustrate the kinds of misconduct prohibited by this rule:

- A. occupying any school building, school grounds or part thereof in an attempt to deprive others of its use;
- B. blocking the entrance or exit of any school building or corridor or room therein in an attempt to deprive others of lawful access to or from or use of the building, corridor, or room;
- C. setting fire or attempting to set fire to or damaging any school building or property;
- D. preventing or attempting to prevent by physical act or verbal utterance, the convening or continued functioning of any school, class, or activity or any lawful school meeting or assembly on or off school property;

- E. preventing or attempting to prevent students from attending a class or any school sponsored or related activity or event;
- F. except under the direct instruction of the principal or other authorized school personnel, blocking pedestrian or vehicular traffic on school property or at the site of any school sponsored or related activity or event;
- G. continuously and intentionally making noise or seriously interfering with a teacher's conduct of a class or an extracurricular activity;
- H. detonating or threatening to detonate or attempting to detonate an explosive device (firecracker, smoke bomb, etc.);
- I. activating a false fire alarm.

2. Damage, Destruction, or Theft of School Property:

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property. A student shall not use school property in violation of board policy.

3. Damage, Destruction, or Theft of Private Property:

A student shall not cause or attempt to cause damage to private property of students, teachers, school personnel or other persons or steal or attempt to steal private property either on the school grounds or during a school sponsored or related activity, function or event off school grounds.

4. Assault On or Abusive Language Towards a School Employee:

A student shall not use vulgar, profane or abusive language or make a vulgar, profane or abusive gesture toward any school employee or cause or attempt to cause physical injury or behave in such a way as might threaten to cause physical injury to a school employee:

- A. on school grounds, during and immediately before or immediately after school hours;
- B. on school grounds at any other time when the school is being used by a group;
- C. off school grounds at a school sponsored or related activity, function, or event; or
- D. on a school bus.
- E. Either suspension or expulsion may be imposed for any form of misconduct directed at a school district employee or official, or the property of such person, regardless of where the misconduct occurs.

5. Assault On or Abusive Language Toward a Student or Other Person:

A student shall not use vulgar, profane or abusive language, or make a vulgar, profane or abusive gesture toward a student or any other person and shall not do bodily injury or behave in such a way as could reasonably cause physical injury to a student or any other person:

- A. on school grounds, during and immediately before or immediately after school hours;
- B. on school grounds at any other time when the school is being used by a group;

- C. off school grounds at a school sponsored or related activity, function, or event; or
- D. on a school bus.
- E. Expulsion for up to one year may be imposed for misconduct causing serious physical harm to any persons or property at any school activity, event, or program, if the act would be a criminal offense when committed by an adult.

6. Weapons and Dangerous Instruments:

A student shall not use, possess, handle, transmit, sell, or conceal any object that can be classified as a weapon or dangerous instrument while on school grounds, at school sponsored or related activities, functions or events off school grounds or at any other time the student is subject to school authority. Weapons and dangerous instruments shall include any object which is used or may be used to inflict physical harm and includes “look-alike” weapons. This prohibition applies to conduct in any ‘school safety zone’ as defined in Ohio law, including incidents occurring off school property while at any school sponsored activity or programs, Expulsion for violation of this provision may be imposed for a period up to one year.

7. Narcotics, Alcoholic Beverages and Stimulant Drugs:

- A. A student shall not possess, use, transmit, sell, conceal or be under the influence of any alcoholic beverage or intoxicant, any of the drugs of abuse defined by Ohio Revised Code Section 3719.011 or any controlled substance defined by Ohio Revised Code Section 3719.41, or counterfeit controlled substance (as described in H.B. 535) on school grounds, at school sponsored or related functions or activities off school grounds or at any other time the student is subject to school authority. Examples of drugs of abuse and controlled substances include, but are not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, glue, or other substances that could modify behavior.

Use of drugs authorized by medical prescription from a licensed physician shall not be considered a violation of this rule.

- B. A student shall not possess, use, transmit, sell or conceal any drug of abuse instrument (for example, hypodermic needle, syringe or any instrument used in smoking marijuana) on school grounds, at school sponsored or related functions or activities off school grounds or at any other time the student is subject to school authority.
- C. Within two weeks of the date on which a student is suspended or expelled for use of or possession of alcohol, a drug of abuse, or alcohol and a drug of abuse, the Superintendent shall give notice to the Lake County Juvenile Judge and the Registrar of Motor Vehicles of such suspension or expulsion. In the event the student is reinstated in school, the Superintendent shall give notice of this reinstatement to the same officials.

8. Forgery:

A student shall not forge the writing of another or falsify times, dates, grades, addresses or other data on school forms, or correspondence directed to or from the school.

9. Gambling:

A student shall not engage in or promote games of chance, place a bet or risk anything of value on school grounds, at school sponsored or related school functions off school grounds or at any other time the student is subject to school authority.

10. Extortion:

No student shall use an expressed or implied threat, violence, harassment, coercion, or intimidation to obtain money or anything of value from another person on school grounds, at school sponsored or related school functions off school grounds or at any other time the student is subject to school authority.

11. Trespass:

- A. A student shall not enter upon school grounds or premises of a school building to which the student is not assigned during or after school hours except with the express permission of the school principal of that building or to attend or participate in a school sponsored event in which his/her regularly assigned school is involved or where students from his/her regularly assigned school have been invited to attend or participate.
- B. A student already under suspension or expulsion shall not enter upon grounds or premises of the student's regularly assigned school building without the express permission of the principal.
- C. A student shall not enter upon the grounds or premises of the student's regularly assigned school building after hours unless the student is present to participate as a member of an extracurricular activity or to attend a school sponsored event where students from his/her regularly assigned school have been invited to attend.
- D. A student shall not enter any area of a school building or grounds during school hours when entry to the area has been prohibited by the principal, without the express permission of the principal.

12. Failure to Comply with Directives; Repeated Acts of Misconduct:

- A. Students shall comply with directives and orders of teachers, student teachers, substitute teachers, educational aides, principals, or other authorized school personnel during any period of time when they are properly subject to the authority of the school.
- B. Students shall comply with all policies, rules and regulations of the Board of Education. Students are responsible for becoming familiar with these items.
- C. A student shall not repeatedly engage in any of the acts of misconduct specified in Article I.
- D. When it is determined that a student poses a continuing danger to persons or property or an ongoing threat of disruption, he/she may be prohibited from participation in or attendance at school-sponsored activities. Removal of a person from an event does not require either pre-or post-removal notice or hearing. Coaches or advisors are authorized to prohibit participation in an extracurricular activity after consultation with a building administrator.

13. Misconduct Away from School:

A student who sells or transmits any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance or drug of abuse off school property or at a non-school sponsored or related activity, function or event may, in accordance with the procedures set forth above, be subject to suspension or expulsion from school if the Superintendent determines that the student's continued presence in the school is reasonably certain to substantially endanger the health or safety of the student or others.

A student who engages in an assault upon a school employee or another student off school property or at a non-school sponsored or related activity, function or event may, in accordance with the procedures set forth above, be subject to suspension or expulsion from school if the Superintendent determines that the student's continued presence in school is reasonably certain to substantially disrupt or interfere with the educational process or substantially endanger the health or safety of the student or others. Further, after a hearing, the superintendent may deny admission to any student expelled from another district, until such expulsion period expires.

## Other penalties

A student expelled from school while enrolled in a post-secondary enrollment option will not receive high school credit for any course taken while under expulsion. The superintendent shall provide notice of the expulsion to the post-secondary institution. An expelled student may not enroll in post-secondary option programs while under expulsion.

### Procedure:

Prior to any expulsion, the Superintendent shall give the student and his/her parent, guardian, or custodian written notice of the possibility of expulsion and shall provide them with an opportunity to appear in person before the Superintendent or his designee to challenge the reasons for the possible expulsion, or otherwise explain the student's actions. The notice shall specify the reasons for the possible expulsion and the time and place to appear.

Within twenty-four hours after the time of any expulsion, the Superintendent shall send written notice to the student and his/her parent, guardian, or custodian, and the Treasurer of the Board of Education. Such notice shall contain the information about service agencies referenced in the definitions section of this policy.

This procedure does not apply when a student is removed from one or more curricular activities for a period of less than twenty-four hours and is not subject to expulsion or where ordinary disciplinary measures such as detentions and reprimands are used.

### Article III: Emergency Removals:

If a student's continuing presence in school pending completion of the procedures set forth in Article I or Article II is reasonably certain to pose a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within the classroom or elsewhere, on school premises or at school sponsored or related activities or events, the Superintendent or Principal or Assistant Principal may remove a student from curricular or extracurricular activities or from the school premises, without complying with the notice and hearing requirements of Article I or Article II. In like circumstances, a teacher may remove a pupil from curricular or extracurricular activities under his/her supervision, without complying with the notice and hearing requirements of Article I or Article II. As soon as practicable after making such removal, the teacher shall submit reasons, in writing, for such removal to the principal.

If a student is removed under this Article, written notice of the reason(s) for the removal and written notice of the hearing to be held regarding removal shall be given to the student as soon as practicable prior to the hearing. The hearing must be held within seventy-two hours of the initial removal. The school official who ordered, caused or requested the student's removal under this Article shall be present at the hearing.

This procedure does not apply when a student is removed from one or more curricular or extracurricular activities for a period of less than twenty-four hours and is not subject to suspension or expulsion or where ordinary disciplinary measures such as detentions and reprimands are used.

### Article IV: Disciplinary Removals:

1. A student may be removed from a class or other curricular activity for less than twenty-four hours where the student engages in conduct which tends to interfere with or disrupt the class or curricular activity.
2. A student may be removed from an extracurricular activity in which he/she has been accepted or qualified for less than twenty-four hours where the student engages in conduct which tends to interfere with or disrupt the extracurricular activity or where the student violates the rules or regulations which govern participation in the extracurricular activity.

3. If a student is to be removed from a curricular activity for more than twenty-four hours, the suspension or expulsion procedures in this Code, as appropriate, will apply. If a student is to be removed from an extracurricular activity for more than twenty-four hours, the suspension or expulsion procedures in this Code, as appropriate, or the equivalent procedures for such activity will apply.

Article V: Appeals to the Board of Education Designee:

1. Pursuant to Article I and Article II, a student or his/her parent, guardian or custodian may appeal his/her expulsion or suspension to the Board of Education's designee. Notice of such appeal shall be filed, in writing with the Treasurer of the Board of Education within fourteen days of the suspension or expulsion. The student or his/her parent, guardian or custodian may be represented in the appeal proceeding and shall be granted a hearing before the designee to present argument against the suspension or expulsion.
2. The Board's designee to hear appeals from suspensions may be the Superintendent, Assistant Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Pupil Personnel, or an impartial third party selected by the Superintendent.
3. If an appeal is taken before the Board of Education's designee, such appeal may, upon request of the student, his/her parent, guardian, custodian or attorney, be heard in executive session. The designee, however, shall act upon a suspension or expulsion only at a public meeting.

The designee may affirm the suspension or expulsion or may reinstate the affected student or may otherwise reverse, vacate or modify the order of suspension or expulsion.

Decisions of the designee may be appealed under Chapter 2506 of the Ohio Revised Code.

*Adopted by Board: 5/21/90 Amended: 8/10/92; 8/28/95; 10/18/99*

### Student Drug Abuse

The Board of Education of the Willoughby-Eastlake City School District recognizes that chemical dependency is a treatable illness. Health problems of youth are primarily the responsibility of the home. The community and schools share in that responsibility because chemical problems often interfere with behavior, learning, and the fullest possible development of each student.

The Board of Education also recognizes that chemical dependency is an illness often preceded by misuse and abuse. Because the Board of Education wishes to intervene early in the disease process, contact with students who manifest signs of misuse or abuse of chemicals/controlled substances will be made both to educate and to aid them.

In accord with provisions of the Student Code of Conduct related to narcotics, alcoholic beverages, and stimulant drugs, a student shall not possess, use, transmit, sell, conceal or be under the influence of any alcoholic beverage or intoxicant, any of the drugs of abuse, controlled substances, or counterfeit controlled substance as defined by Ohio Revised Code, at any time the student is subject to school authority. All provisions of the Student Code of Conduct related to abuse of chemical/controlled substances, and to suspension/expulsion, are hereby incorporated into this policy by reference. Compliance with the standards set forth herein, and with the Student Code of Conduct provisions, is mandatory on all students. A copy of the Student Code of Conduct and of this policy (or the essence thereof) shall be incorporated in all student handbooks, and shall be made known to all parents/guardians. When an administrator has reasonable suspicion of alcohol or other drug abuse, students and any accompanying guests may be subject to a passive, non-invasive breath analysis conducted by school administrators in school, on campus, or at any school-sponsored event or activity; refusal to submit to such analysis will automatically result in refusal of admission to an event and disciplinary action. Should the initial result of the analysis be positive, the test should be repeated within the time limit recommended by the device manufacturer to confirm; should a refusal occur, or the positive result be confirmed, the person(s) will be referred to local police for further action.

Initial contact with a student will be made after a referral source alerts member of the school or district staff. Referrals come from many sources, e.g., parents, teachers, friends, concerned students, administration, law enforcement agencies, courts, Pupil Personnel services, and other external agency personnel. Referral sources are to remain confidential until after initial contact is made with the student and parents or guardian. When a student is recommended for evaluation, pertinent information may be shared with involved staff, the student's parents or guardian, agency/court.

The following procedure is recommended when any referral is received.

1. An administrator will contact the student for an initial interview of one or more sessions, and may also contact other concerned persons at this time to confirm or amplify the data received.
2. After the initial interview, the administrator will decide upon a recommended

course of action for the student, which might be one or more of the following:

A. Referral to an agency and/or individual counseling services;

B. Continued observation, but no immediate concern.

3. The administrator will then contact the student's parent or guardian to:

a. Inform them of the recommendation and solicit their active support.

b. Recommend contact with existing support groups as appropriate within the school and/or community.

Continued school attendance shall be dependent upon evidence that the student is following the recommendation of the administrator. In cases where neither the student nor the parents will cooperate in taking steps to intervene in a student's harmful involvement with chemicals, the case will be reviewed and suitable action will be taken on an individual basis, i.e.:

1. A referral may be made to county welfare officials.

2. Legal action may be initiated with the local law enforcement agency.

3. Additional appropriate actions shall be taken according to provisions within the Willoughby-Eastlake Student Conduct Code.

4. The Principal may recommend homebound instruction, suspension, or expulsion if the student is considered to be a danger to himself, to others, and/or is disruptive to the school environment.

During the course of treatment, homebound instruction may be considered. Furthermore, upon return to school, transfer between schools within the district may be considered. Academic credit may be granted to a student who completes a treatment program for chemical dependency providing that their educational program meets the standards and procedures as established by the school district and the state.

The Board of Education believes that a student successfully addressing harmful involvement with chemicals/controlled substances should continue in the regular school setting, whenever legal and feasible and whenever such student does not pose a threat to others in the school, according to a plan to be developed for each such student by school personnel.

The procedures set forth in board policy on conducting searches, seizures, and interrogations of students shall be followed when a student is suspected of possessing, using, or trafficking in chemicals/controlled substances.

The following are guidelines for cases involving students who have been identified as selling, possessing, or using chemicals/controlled substances, either through the search and seizure process or through police action.

## 1. Selling

- a. A student who has been proven to be selling chemicals or controlled substances shall be suspended from school for ten (10) days, with a recommendation for expulsion.
- b. If such has not already been done, a report shall be filed with the appropriate local law enforcement agency and the Principal shall recommend a court hearing.
- c. The parents or guardian shall be contacted and requested to pick up the child.
- d. During the suspension/expulsion period, the parents or guardian shall be expected to seek professional help for the student through an appropriate agency dealing with chemical dependency problems. The division of pupil personnel shall provide a list of such sources to the parent/guardian. Information will be available about any drug and alcohol counseling and rehabilitation and re-entry programs for students.

## 2. Possessing and/or using

- a. The student shall be automatically removed from the classroom when found in possession of chemicals/controlled substances.
- b. The local law enforcement agency shall be contacted and drugs, drug paraphernalia, etc., shall be turned over along with the filing of a police report, with recommendation for a court hearing.
- c. For a first offense, the student shall be suspended from school for ten (10) days. If the student enters a treatment program and the agency verifies, in writing, the student's participation, the suspension will be reduced to five (5) days, provided that the full ten (10) day suspension may be reimposed if the treatment program is not completed. A complete assessment report shall be sent to the principal from the treatment facility, and any assessment recommendations shall be followed by the student.
- d. For the next offense, the student shall be suspended (out of school) for ten (10) days with the recommendation for expulsion.

The Board of Education recognizes that chemical dependency is a disease that affects the entire family. Some students may have a parent, guardian, or significant person who has a chemical problem; counseling is also available to those students.

Students who choose not to use chemicals may wish the aid of the staff in supporting their decisions. Such support is available.

Anabolic steroids, as provided in Ohio Revised Code 3313.752, shall be included in the definition of controlled substances found in Ohio Revised Code 3719.41, and the possession, use, or sale of such substance for other than lawful purposes on school property shall be prohibited.

A warning statement regarding the use of anabolic steroids shall be posted in a conspicuous place in every locker room in every middle school building in the district and any building which houses students in grades 7 - 12. The statement shall read as follows:

"Warning: improper use of anabolic steroids may cause serious or fatal health problems, such as heart disease, stroke, cancer, growth deformities, infertility, personality changes, severe acne, and baldness. Possession, sale or use of anabolic steroids without a valid prescription is a crime punishable by a fine and imprisonment."

Adopted by Board: 2/21/94

Revised 8/8/05; 4/11/11; 11/14/11

### Weapons Ban

Commencing with the 1995-96 school year, and in accordance with provisions of Ohio Revised Code 3313.66 any student found in any school facility or on school property, vehicle, or at any school-sponsored event/activity to be in possession of a firearm as defined in Section 921 of Title 18, United States Code, or Ohio Revised Code shall be expelled from school for a period of 12 calendar months from the time he/she is found in possession. If the student is 16 or older, permanent exclusion may occur under other Board policy. Firearms include, but may not be limited to, starter guns, silencers, explosives, incendiary, bomb, or grenade. Normal due process proceedings, as set forth in the Code of Student Conduct, shall be followed in such expulsions.

Knives also are prohibited, as well as other items which may reasonably be used to inflict physical harm, including but not limited to metal knuckles, straight razors, poisons or poisonous gases, or any other object used or intended for use as a weapon. A knife includes, but is not limited to, a cutting instrument consisting of a sharp blade fastened to a handle. The same penalty and procedures shall be followed as for possession of a firearm.

The Superintendent of Schools may override the requirement of a twelve-month expulsion on a case-by-case basis, imposing a lesser penalty, as appropriate, after receiving from a committee of administrators, teachers, and such other persons as the Superintendent may deem reasonable, a recommendation for a lesser penalty. The student (and/or parent/guardian of a student) found to be in possession may appear before this committee, or may otherwise present to the committee, reasons why a lesser penalty is warranted. Among those circumstances which shall be taken into consideration when deciding not to expel for twelve months are such things as the student's age, special education status, previous academic, extracurricular, behavioral and disciplinary record, the presence of aggravating factors (such as the student's intent and the student's commission of other violations in conjunction with possession of prohibited weapons) and evidence regarding the probable danger the student's continued presence in school poses for students and staff. Pending a determination by the Superintendent, he/she may direct the student's removal from the school.

After a hearing, the Superintendent is hereby authorized to refuse admission to any student who has been expelled from another school district, for the period of the expulsion.

Adopted by Board: 9/26/94

Revised: 8/28/95

Saturday School

This Board declares its belief that school attendance on Saturdays should be required of students in sixth, seventh and eighth grades rather than in-school suspension.

The Superintendent is hereby directed to establish such a school, and to prepare such Regulations as may be needed to carry out the Board's desire, within the guidelines shown below.

1. The progressive nature of the District's disciplinary policies for students shall be maintained, i.e., the penalty for infractions shall increase in accord with the nature, severity, and frequency of violations.
2. Criteria for suspension of students shall not change from current provisions.
3. Attendance at one Saturday School shall be equivalent to one day of suspension; Saturday School shall be held for no less than four hours.
4. The same due process rights shall be accorded students and parents as are now accorded them in case of suspension.
5. The Saturday School shall be held in a building or buildings which contain library materials appropriate to the grade level of the students attending.
6. Tardiness to Saturday School shall result in additional Saturday School assignment; failure to appear for Saturday School shall result in out-of-school suspension. Provisions shall be made for the teacher(s) assigned to the Saturday School to contact parents immediately when a student is tardy or absent there-from. The student's home school principal shall also be notified of such tardiness or absence.
7. Teachers for the Saturday School shall be picked from among certified staff, on a voluntary basis, at such hourly rate as may be determined through collective bargaining.
8. No district vehicles will be used to transport students to and/or from the Saturday School.
9. The time spent in the school shall be used by students to constructive advantage for such purposes as homework; it is not to be used for relaxation or entertainment.
10. The same behavior rules and regulations which apply to students during the normal school day shall apply during the Saturday School.

Adopted by Board: 8/21/89  
Revised: 8/27/90

Gang Behavior

Gang activity is prohibited. Such activity consists of:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership in or affiliation with a gang, while on school property or at school sponsored or related activities, on or off school property.
2. Committing any act or using any speech, either verbal or nonverbal, showing membership in or affiliation with a gang. A gang is any non-school sponsored group, possibly of secret and/or exclusive membership, whose purposes or practices include any of the activities proscribed in this policy.
3. Using any speech or committing any act to further the interest of any gang or gang activity, including but not limited to, the following:
  - a. Soliciting and/or initiating others into gang membership;
  - b. Requesting any person to pay for protection or otherwise intimidating or threatening any person;
  - c. Committing any illegal act or violation of school policies;
  - d. Inciting others to act with physical violence upon any other person;
  - e. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.
4. When the principal of a building suspects a student of being a gang member, the parent of the student will be informed, and the cooperation of the parent will be solicited. When the violation of this policy involves only the display of badges, symbols, clothing, or other items indicative of gang membership, the items shall be confiscated and the student will be directed to not repeat the offense. For repeated violations of this provision, or in the event of a student commits a violation which impacts upon other students or staff, suspension or expulsion penalties may be imposed.

Gang awareness programs for parents are to be encouraged in this district.

Adopted by Board: 9/25/95

Permanent Exclusion from School**Procedures for Exclusion:**

When the district Superintendent receives proof that a student aged 16 years or more has been convicted or adjudicated a delinquent child due to his/her commission of certain criminal offenses, the Superintendent shall determine whether the continued presence of the student constitutes a threat to the health and safety of other students or the district's employees. Based on such determination, the Superintendent, after having communicated in writing to the parents, guardian, or custodian of the student his intention to do so, may recommend to the Board that the student be excluded permanently from school, and shall submit to the Board a resolution to that effect, along with the proof of offense supporting the recommendation.

**Grounds for Exclusion:**

The offenses enumerated in Ohio Revised Code applicable in this policy are: illegal conveyance or possession of a deadly weapon or other dangerous ordnance on school property or at a school function or activity; aggravated trafficking or trafficking in controlled substances in bulk amount; aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition, or felonious sexual penetration, or complicity in any of the above acts, regardless of whether the offense was committed on or off Board property.

**Board Procedures:**

Within fourteen (14) days of receiving the Superintendent's recommendation for exclusion, the Board shall adopt or reject the recommendation, after consideration of these factors: student academic, extracurricular, disciplinary, and behavioral record; social history of the student; his/her response to previous discipline; evidence regarding the seriousness of an aggravating factors, as well as mitigating circumstances related to the offense; evidence regarding the probable danger the student's continued presence in school poses for students and staff and the probability of disruption of the educational process; and evidence regarding availability of sanctions other than permanent exclusion.

If the Board adopts the resolution for permanent exclusion, the Board shall immediately send to the State Superintendent of Education a copy of the adopted resolution, proof of the student conviction, the student's entire school record, and any other relevant information; and shall appoint a representative to present to the State Superintendent at a hearing the case for exclusion. If the Board does not adopt the resolution, it shall immediately inform the district Superintendent, the student, and his/her parents, guardian, or custodian.

**Student Records:**

When a decision to exclude a student permanently has been made by the State Superintendent, notation to that effect shall be made on the student's permanent record, and shall be maintained there until the exclusion is either revoked as provided by law, or until the student reaches the age of twenty-two (22) years, at which time any such reference shall be expunged.

#### **Re-admission:**

An excluded student may request re-admission to school for a period of no more than ninety (90) days at a time. In his/her reasonable discretion, the district Superintendent may develop or cause to be developed, in conjunction with the parents of the student, a readmission plan, and submit the plan and a recommendation for probationary re-admission to the Board, which shall act on the recommendation within fourteen (14) days of its receipt. Subsequent probationary plans not to exceed ninety (90) days each may be submitted and approved similarly, or the parents may request of the Superintendent a revocation of the exclusion. In the event a probationary student violates the agreed upon plan, the Superintendent may recommend the student's return to exclusion, and the Board shall act upon such recommendation within five (5) days.

#### **Revocation:**

At such time as the district Superintendent determines that an excluded student no longer poses a threat to the health and safety of students or staff, the Superintendent may recommend to the Board that such student be readmitted. The Board may, by adoption of a resolution, and the forwarding of such resolution and reasons for its adoption, to the State Superintendent, request that the student's exclusion be revoked.

#### **High School Equivalency:**

An excluded student shall not be prohibited from taking courses for a certificate of high school equivalency, except that such student is not permitted to participate during normal school hours in a course offered in any Board facility.

#### **Suspension/Expulsion Pending Exclusion:**

Communications to parents about suspension or expulsion shall, if the cause for such is one of the offenses listed in this policy, state that the district Superintendent may seek to permanently exclude the student if the student is sixteen (16) or older. If a student has been expelled for one of these offenses prior to completion of court action determining conviction, and the expulsion is in danger of expiring prior to court action, the district Superintendent may ask the court to extend the expulsion. Similarly, once the Board has adopted a resolution of exclusion, the district Superintendent may request of the court an extension of any expulsion in effect until the State Superintendent decides the issue of permanent exclusion.

**Reports by Building Principals:**

Regardless of the age of a student, any principal having knowledge that a student has committed one of the acts herein set forth as cause for permanent exclusion, shall so inform the district Superintendent within twenty-four (24) hours of obtaining such knowledge.

Adopted by Board: 1/25/93

Revised: 8/28/95

Student Conduct – Tobacco Products

A "no tobacco use or possession" policy will be in effect in all of the schools in the district. Students in violation of such regulations will be suspended from school and the proper disciplinary action followed in accordance with the procedures for suspension and expulsion of students. The "no tobacco use or possession" rule will apply within the limits of the school buildings, the school grounds, on school buses, or at school sponsored functions/activities.

The following penalties will ordinarily apply in the absence of any contrary indications based on the circumstances of a particular case and/or the student's record.

- A. First offense - suspension from school for three days
- B. Second offense - suspension from school for five days
- C. Third offense - suspension from school for ten days with recommendation for expulsion from school for the remainder of the semester

The principal is responsible for making the decisions necessary for reasonable interpretations of this policy. In accord with O.R.C. 2151.87 (B), the district may institute procedures to cite students under the age of 18 for using or possessing tobacco products, with such procedures commencing for the school year 2002-03.

The Superintendent is authorized to promulgate such regulations as may be needed to execute the foregoing policy.

Adopted by Board: 7/8/63

Amended: 9/4/63, 8/10/76, 4/9/79, 6/17/02

### Search, Seizure, and Interrogations

The following guidelines are established for searching school property assigned to a specific student, and for the seizure of items in his/her possession:

1. There should be reasonable cause to believe that articles are being kept in school facilities, possession of which constitutes a violation of law or school rules.
2. When possible, searches of an area assigned to a student should be for a specifically identified item(s) and should be conducted in the student's presence and with his/her knowledge.
3. Random searches of lockers may be conducted, after the following notice has been posted in conspicuous places in the building:

"Facilities belonging to the Board of Education, including, but not limited to, school lockers, may be randomly searched by school authorities, with or without cause. In addition, when there is reasonable cause to do so, the person or personal property of the student, including vehicles parked on school property, is subject to search and seizure of prohibited objects or substances."

4. Illegal items or other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time. When this occurs, police authorities are to be informed and illegal goods given into their custody immediately.

Principals or their designees are permitted to search the person and personal property of a student when there is reason to believe that evidence will be obtained indicating the student's violation of either law or school rules. Whenever feasible, such searches should be conducted by a person of the same gender as the student being searched. The following guidelines shall apply in such cases:

1. In any case in which a student is required to remove his/her clothing as part of a search, such searches shall be conducted only by police officers summoned for such purpose. Pending arrival of police, the student may be isolated and observed to avoid disposal of the illegal item(s) in question.
2. There should be reasonable cause to believe the search will yield evidence indicating the student has violated the law or school rules.
3. The parents, guardian, or custodian of the student shall be informed as soon as feasible after the search is conducted, regardless of the outcome of the search.

4. Items discovered indicating violation of law shall be immediately turned over to police officers.
5. Searches of personal property shall be conducted with at least one other administrator or staff member present.
6. Whenever feasible, searches of automobiles owned or driven by students, should be conducted by police officers.

The following guidelines should apply when a request to conduct a search or interrogation is received from police officers:

1. When feasible, the Superintendent or his designee should be informed prior to the conduct of the search or interrogation.
2. Police officers should be asked to conduct any interrogation outside of school hours and facilities if possible. If not possible, arrangements should be made to preserve the privacy of the student to the extent feasible, by providing a private room and by drawing as little attention to the student as possible.
3. Whenever feasible, and unless instructed to the contrary by the police, the principal should inform the parent prior to the interrogation.
4. The principal or his/her designee should attempt to be present during the interrogation.
5. In the event a student is removed from the school by police, the school should inform parents immediately.

The following statement shall appear in information distributed to students annually:

"Any property belonging to the school, including, but not limited to, student lockers, is subject to periodic or random search by school officials such as the principal or assistant principal. In addition, when there is reasonable cause to do so, the person or personal property of the student, including vehicles parked on school property, is subject to search and seizure of prohibited objects or substances."

Reasonable cause includes, but is not limited to, instances in which the school official:

1. Receives such information from others that would warrant a search;
2. Observes such behavior on the part of the student that he/she believes warrant a search;

3. Actually sees prohibited objects or substances, either on the student, or in a locker, or in a vehicle;
4. Is alerted by a specifically trained dog, through random or targeted searches of school or personal property that prohibited objects or substances are present in that property.

The Superintendent is authorized to conduct or cause to be conducted, random searches of school property, using specially trained dogs, under the following guidelines:

1. Students must be kept away from the dog while it is being used;
2. A student using the property identified by the dog as holding an illegal substance or object should be brought to the property while a more thorough search is made of the property;
3. The parent or guardian of the student thus identified is called and informed of the result of the investigation.

Adopted by Board: 4/28/97

Acceptable Use of Education Technology Equipment

- I. This policy and pursuant regulations must be presented: 1) to students annually in student handbooks; 2) to new employees at the time of employment; 3) to current employees in any teacher/employee handbooks; 4) to the public via the district website's Policy Manual.
  
- II. The student and teacher use of technology in school for educational purposes is to be encouraged. The district retains ownership of all school hardware and software purchased or donated to the schools, and reserves the right to inspect, copy, and/or delete all files and records created or stored in school owned equipment, except as may be limited by copyright laws.

A. Specifically:

- The District does not relinquish control over materials on the systems or contained in files on the systems. Files stored on school-based computers and communications via e-mail, Internet browsers, or voice mail are not private, and no expectation of privacy is to be presumed by any user.
- Electronic messages and files stored on school-based computers may be treated like any other school property. Administrators, faculty, or network personnel may review files and messages to maintain system integrity and, if necessary, to ensure that users are acting responsibly.
- School district employees and students should also be aware that data and other material and files maintained on the school district system may be subject to review, disclosure, or discovery. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.
- All data on students maintained by the school, school district, or by persons acting for the school district are private and may be accessed or shared only with those having an educational need to know, and as may be provided by law.

B. Students

1. Files stored on school computers are restricted to school related assignments only; personal files may not be stored. Students are permitted to bring their own personal storage devices for data storage of their work.
2. Students shall not copy without authorization, damage, or alter any school hardware or software, or the settings within operating systems, nor delete any file or knowingly introduce malware to any district-owned

computer/network.

3. A student may use only his/her own password, as prescribed by the teacher, when using school computers. A student may not alter another person's password, files, directories, or programs. A student may not access or attempt to access school or district networks or wi-fi, except as instructed or advised by teaching staff, or student, financial, accounting, or personnel files.
  4. Non-school software from any source, may not be used on school equipment without prior approval by a teacher or network administrator.
  5. Access with school equipment requires completion of an Internet Use Consent Form, signed by the parent/guardian, and such form must be approved prior to internet use by a student.
  6. Students are expected to follow any guidelines on computer use given to them by their teacher. Included in these at minimum will be requirements that students not use the district's network resources for:
    - a. commercial advertising;
    - b. plagiarism, i.e., use of copyrighted materials in reports without citation;
    - c. accessing or sending files containing pornographic/obscene materials; or other materials, of whatever form, that are inappropriate for or harmful to, minors, as defined in law;
    - d. sending or receiving messages which are a violation of the Student Code of Conduct, including profanity, obscenity, or other language which may be offensive to another user;
    - e. creating and/or placing malware on district owned equipment or network;
    - f. revealing personal information, e.g., name, telephone number, password, or address, of another person, or obtaining such information about another for the later purpose of harassing or intimidating that person, or without that person's express consent;
    - g. deliberate violations of state or federal law; or of the district anti-harassment, intimidation, bullying, or non-discrimination policies;
    - h. using any internet service in violation of the rules of such service;
    - i. engaging in software piracy, i.e., copying programs without authorization/payment of license fees.
- C. Violations of these guidelines shall result in loss of privileges to use district computer equipment. Students will be assessed charges for deliberate damage to hardware or software. In the event of being found engaging in "hacking", a student may be suspended or expelled, or subject to penalties of law.

Failure to comply with this policy on acceptable use can result not only in student discipline, but could subject the student to civil and criminal

penalties.

D. All prohibitions set forth in this policy and pursuant regulations apply to the use of personally owned computers or computer-like devices while on district premises. Students may not use their own computers to access the internet through school connections without supervision by district staff; nor may they access sites without the use of the district's filtration software.

III. The district shall obtain and use such filtering products or services as may need to be put in place to be in accord with federal law. In the event a student or employee inadvertently accesses an inappropriate site, it should be reported immediately to the building administrator, who will report the incident to the district Technology Department.

A. Network:

The district's wide area network (WAN) infrastructure, as well as the building-based local area networks (LANs) have been implemented with performance planning and appropriate security as major parts of the process. Guarantees of an appropriate level of network efficiency, reliability, and manageability, along with acceptable use practices and most effective use of resources are foremost priorities of the technology department. Because modifications to an individual building network infrastructure and use affects LAN performance and will have an impact on the efficiency of the WAN, any network electronics including, but not limited to, switches, routers, and wireless access points are to be purchased, installed, and configured only by the Computer Services Department.

B. Basic Security:

Employing directory authentication (i.e. user name and password) when logging onto district computers and servers provides a high level of security when using district-defined password criteria.

A computer should be secured whenever it is not in use by invoking the password on the computer and/or logging off the network. Leaving a computer open or logged in while the user is away enables others potentially to access grade books, e-mail, and other information-sensitive files.

All district workstations should be completely powered off at the end of each workday.

IV. Staff member requirements:

A. No adult staff member, volunteer, or member of the public may use district equipment or network resources for purposes prohibited to students; nor may staff use district equipment for the conduct of private business activities; staff use of district equipment and the internet for email and other internet purposes

may be monitored, and violations of prohibitions set forth in this policy may result in disciplinary action, in accordance with procedures set forth in applicable collective bargaining agreements and/or law.

- B. Employees shall affirm by signature that they have no right to, or expectation of, privacy in using district technology equipment and resources, acknowledging that any activity using such equipment may be monitored and that email to and from the district may be considered public documents subject to revelation under the public records law of Ohio, excepting only those student records as may be limited by the federal education rights and privacy act. In addition, the copyright laws apply to any communications by staff or students when using district equipment.

#### Use of E-Readers:

Electronic readers, most commonly called “e-readers”, are easily portable digital devices that can store books, periodicals, magazines, and other electronic media. Typical devices include Kindle, Nook, i-Pad, Kobo, and Sony. These and other readers or tablet-like electronic devices are becoming more prevalent in schools. To maintain technological relevance in education, the district intends to provide for appropriate use of such devices, while still preventing misuse to the detriment of the educational environment. Because such devices, as personal property, are more difficult to monitor than district equipment, this policy outlines acceptable uses of such equipment, and describes potential penalties for abuse.

A student who violates any portion of the acceptable use policy on e-readers may immediately lose privilege to use his/her e-reader at school for a length of time commensurate with the nature of the violation. Such e-readers must:

1. Be used only for the reading of school appropriate materials (books, etc.) And not for other purposes such as communication, entertainment, music, gaming, etc.
2. Have camera/video, cellular, and/or network capabilities disabled (turned off) while the device is at school.
3. Be used at appropriate times in accordance with teacher instruction; they must not be a source of classroom disruption, or a distraction for any student.
4. Be the responsibility of the student to know how to properly and effectively use the device, as well as to maintain it.
5. Not be shared with or loaned to classmates in school.
6. Not be brought to school without parent permission.
7. Not be used during testing, unless so directed by teacher.
8. Be subject to the school’s right of content review at any time, without expectation of privacy.
9. Be solely the student’s responsibility, in any circumstance, for loss, destruction, damage, theft, or charges made on monthly statements, for the device or any contents therein.

Violations of these restrictions may result in confiscation of the device for a period of time, as provided for cell phones, and for suspension, and/or termination of the privilege to bring a personal e-reader to school. Violations may also result in appropriate school disciplinary action, up to and including suspension and/or expulsion, and/or legal action.

E-readers owned by the district and loaned to students for educational purposes are subject to the same restrictions as other district electronic devices.

#### Software and Hardware Purchases:

Not all software available may work on district computers or network and not all hardware is compatible with the district's network. Therefore, it is essential that all staff collaborate with the computer services department before decisions involving purchases of hardware or software are made. All technology purchases should be approved by the technology director prior to submission of a requisition. No unlicensed software should be installed on district computers. For staff or building technology/hardware purchases, refer to the district website, "technology purchases page". For items not listed on the website, one should contact the computer services department.

#### V. Electronic Devices:

##### A. The district defines electronic devices as, but not limited to, the following:

- Laptop and desktop computers
- Tablets
- Wireless e-mail and text-messaging devices, e.g., ipods
- Smart phones

For purposes of this document, the term "personal electronic device" refers to staff- or student- owned electronic devices.

##### B. District Electronic Device Standards and Support:

District technology staff provides basic installation, synchronization, and specific software support for district electronic devices. District technology support staff includes each building's tech coordinator, as well as computer services staff.

District electronic devices contain sensitive data, posing a security risk to both individuals and the school district. These devices also have the added risk of being stolen, misplaced, or left unattended. Therefore, password protection is required on all district electronic devices. In cases where the device is lost or stolen, the owner's direct supervisor must be notified. If the user is using synchronization software with the device in order to check district email, the device owner and/or supervisor must inform the Computer Services Department to ensure sensitive data can be removed from the

device.

#### VI. Staff-Owned Electronic Device Standards and Support:

- A. District technology staff are not responsible for supporting staff-owned electronic devices. Users can access their district e-mail using district-approved protocols. Users requiring setup support on their device should contact their device provider.
- B. In all cases where staff are using personal electronic devices to access any district resources, including e-mail, staff members are responsible for safeguarding the data by not sharing their user name and password with others and for logging out of district resources when they are not using them.

#### VII. Student-Owned Electronic Devices:

- A. The district is committed to providing students with a safe, secure, and positive learning environment. The use of portable electronic devices on school property can compromise or interfere with this goal; therefore, the use and possession of such devices must be regulated. Given the prevalence and exponential growth of the types of portable electronic devices available, the district, building administration, and teachers maintain the right to control the time, place, and manner in which electronic devices are used.
- B. Parents/guardians are advised that the best way to contact their child during the school day is by calling the school office, rather than the student's personal phone.  
The possession, use, or sharing of electronic devices in locker rooms, rest rooms, or any other area that could constitute an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes may be confiscated and searched by school personnel. Students are required to relinquish electronic devices to school personnel when directed. Refusal to comply with such directives will be considered insubordination and the student will be subject to disciplinary action.
- C. Access To Internet Resources On A Personal Electronic Device:

All buildings have a "guest" wireless network. The "secure" wireless network is reserved for district electronic devices only, and should not be accessed by non-district electronic devices. Staff and students using their personal devices may use the guest network for instructional and administrative purposes. Limited personal use of the district's guest network is permitted if the use poses no tangible cost to the district, does not unduly burden the district's computer or network resources, and has no adverse effect on an employee's job performance or on a student's academic performance. Access to the district's electronic communications system is a

privilege, not a right.

#### VIII. Regulations/Disciplinary Procedures For Grade Levels And Special Education Are Set Forth Below.

##### A. Cell Phones

Cell Phones used without appropriate approval of the teacher will result in **confiscation** of device, and a parent/guardian **will be required to pick up** the cell phone at school office from an administrator at the end of the school day. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for further disciplinary action. Repeated violations of use rules will result in loss of privilege to bring devices to school.

##### B. High School And Middle School:

Electronic devices may be used in the classroom, following guidelines set by teachers or administrators. An electronic device may be used to make calls **before or after school, during** the individual student's **assigned lunch**, or **during passing time. Photographing or taking videos and audio recordings of other students or school staff is prohibited, without the prior permission of the person being** taped or recorded. Electronic devices used without appropriate approval will result in **confiscation** of device, and a parent/guardian **will be required to pick up** the device at school. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for further disciplinary action. Individual buildings may adopt added or modified rules. Repeated violations of use rules will result in loss of privilege to bring devices to school.

##### C. Elementary School:

At elementary school levels, **electronic devices must be concealed and shall not be powered on or used in any way during the regular school day, during other school-sponsored and supervised group activities during the school day** (e.g., student assemblies, field trips, events, or other ceremonies, etc.), **or when their use is otherwise prohibited by school personnel.**

##### D. Special Education:

Access is based on individual student needs. If use of a portable electronic device is required in individual instances to assist a student with the student's education, as part of a student's individual education plan (IEP), or as a part

of a 504 plan, the use of such device must be documented in the student's IEP or 504 plan and communicated to building administration and staff.

**Liability Statement:**

The district assumes no responsibility for loss or damage to personal electronic devices, whether in the possession of staff or students. Staff should make every attempt to store confiscated devices in a secure area. The district bears no responsibility for, nor are its employees obligated to investigate, the theft of any personal electronic device.

**Web Content:**

The superintendent shall designate a district webmaster and each building principal shall designate such for the school; such webmasters shall have the right to monitor and to recommend to the principal that the content of web pages be modified or deleted. Staff members shall not place personal or commercial advertising on district or school web pages; warning notices shall be posted prior to any link to sites which are outside the district's own pages, indicating that the visitor is leaving the district's site, and that the district is not responsible for the content of such external sites. Staff members may place student pictures, works, and/or other directory information on district/building pages except when parents/guardians have filed an objection to such use through provisions of applicable privacy laws.

The superintendent shall publish such forms, guidelines, and regulations as may be needed from time to time to carry out this policy.

Adopted by Board: 8-20-01; Revised: 7/19/04; 7/14/08; 6/25/12; 5/13/13.

### Student Absences and Tardiness

Since good attendance and punctuality promote attendance and graduation goals established in both state and federal law (NCLBA), are related to high achievement, are important in the work world, and because Ohio Revised Code Chapter 3321 mandates attendance control, it shall be the policy of this district that student absence from school, and tardiness in arriving, shall be discouraged through the adoption of corrective programs and penalties for unexcused absences and tardiness, including programs designed to involve parents in promoting student attendance. It shall be the philosophy of this District that the severity of penalties should vary according to the type and frequency of offenses.

#### I. Excused Absences

- A. When a student is absent from school for any of the reasons listed below, and the reason is verified by the principal or his/her designee in accordance with such Regulations as may be written pursuant to this policy, the absence shall be considered excused, and no penalty shall be imposed by faculty or administration.
  1. Personal illness and/or hospitalization of the student;
  2. Illness in the student's family;
  3. Quarantine of the student's home;
  4. Death of a relative;
  5. Attendance at a school sponsored activity;
  6. Observance of the family's religious holidays;
  7. School bus service failure resulting in absence or tardiness;
  8. When absence is requested by the family for purposes of a family vacation, college visitation, or other special need specified by the family, up to a maximum total of five school days in any school year for all such purposes combined;
  9. Other extraordinary circumstances, including, but not limited to, hardship cases, or emergency(s) that, in the judgment of the principal and/or Director of Pupil Services, constitute(s) reasonable cause for absence(S).
- B. When a parent knows his/her child will be absent from school, the parent is responsible for calling the school. For an absence to be excused, the student must bring to school upon his/her return a written note giving the reason for the absence, and signed by the parent/guardian, unless the parent and school have been in contact regarding the absence, (in which case a note is not needed), and except for extraordinary circumstances which, in the discretion of the building administrator(s), constitute good cause, no more than three days shall be permitted to the student to deliver such note; otherwise, the absence shall automatically be deemed unexcused, and a penalty for unexcused absence shall

be imposed. The reason(s) set forth in a note for an absence may be confirmed by the administrator by further contact with the parent(s).

- C. After ten (10) days of accumulated excused absences from either an elementary or secondary school in a year, a letter shall be sent to the parents/guardians, expressing concern over the absences, in a format provided by regulations. An exception to this rule may be made when the administrator has reasonable evidence to believe that the student is a victim of long-term illness or serious accident which would genuinely incapacitate the student for an extended period. In addition, building administrator(s) may request a conference with the parent/guardian to discuss the attendance problem.

District administrators may deal with further excused absences as permitted by State truancy laws and as may be reflected in regulations adopted pursuant to this policy.

- D. Students whose absences are excused shall be permitted to make up work missed during the absence(s), within time limits set by the teacher(s), which should be at least the same amount of time as the student was absent.
- E. A student who is suspended in or out of school shall not be penalized twice, by first being suspended from school and then being charged with an unexcused absence from school because he/she has been suspended.
- F. When a student is properly excused due to a family vacation, teacher(s) should inform the student before the student leaves of the expected date for all homework assignments to be completed.

## II. Unexcused Absences and Truancy

Absence for any reason other than those listed in Section I above shall be considered unexcused. In the event the building administrator does not receive an excuse note signed by the parent or guardian, or has reason to believe that an excuse note contains a false signature, or that the absence was actually for some reason not excusable under this policy, he/she may declare the absence unexcused, and impose such penalties as are provided by this policy. In the event the administrator decides this, he/she shall inform the parent/guardian of this decision, and permit the parent an opportunity to respond in person. In making such a decision, the administrator shall give consideration to the student's previous attendance/tardiness record.

- A. Secondary penalties for unexcused absences (Grades 6 - 12):
  - 1. The principle of progressive discipline shall guide the imposition of penalties for unexcused absences, i.e., as the number of unexcused absences increases, penalties may progress from detentions, to Saturday schools, to in- or out-of-school suspensions, at the discretion of building administrators.
  - 2. Parents/guardians of students who have five (5) or more unexcused absences in a semester in one or more classes shall attend a conference with the building administrator(s), for the purpose of discussing the importance of good attendance, and the possible consequences of poor

attendance. In addition, procedures allowed under State truancy laws may be utilized to compel school attendance, in accordance with these rules:

- a. If the unexcused absences are for five (5) or more consecutive days, or for seven (7) or more days in one month, or for twelve (12) or more days in one school year, the student shall be deemed an habitual truant. For such a student, the superintendent or designee may file a complaint in juvenile court against the student, which complaint shall state that the child is an unruly child by virtue of being an habitual truant. A complaint may also be filed against the parent(s) for violating the school attendance law.
  - b. If a student has unexcused absences for seven (7) or more consecutive days, or for ten (10) or more days in one month, or for fifteen (15) or more days in a school year, the student shall be deemed a chronic truant. For such a student, the superintendent or designee shall file a complaint in the juvenile court against the student, which complaint shall state that the child is a delinquent child by virtue of being a chronic truant. A complaint may also be filed against the parent(s) for violating the school attendance law.
  - c. Any order by a court of competent jurisdiction regarding action to be taken to require school attendance of a student shall take precedence over this policy and/or concomitant regulations.
3. In dealing with student absences from school, and the impact of such absences on the student's academic program, such as continued enrollment in classes, the district may defer to provisions of truancy laws, invoking the provisions of such laws for court intervention and disposition.

Disciplinary action may be taken against a student for repeated unexcused absence from school or a class; in all cases of disciplinary action taken as a consequence of failure to attend, the building administrator(s) and the teacher of a class, from which the student has been absent repeatedly without excuse, may impose conditions under which a student shall be permitted to remain in the class. After the administrator consults with the teacher, such a student may be assigned to a different class or teacher, or the guidance counselor may devise an independent study course for the student to obtain a credit needed for graduation. In all cases of such disciplinary action, the district shall defer to any court orders.

**B. Elementary penalties for unexcused absences (Grades K-5)**

Parents/guardians of students who have more than five (5) unexcused absences shall attend a conference with the building principal and one other person appointed by the principal. Based on the facts presented in that conference, the principal shall prescribe such disciplinary action as is warranted to correct the problem, up to and including legal proceedings.

- C. In accordance with O.R.C. 3321.19, when a student is found to be truant and the parent has failed to cause the student's attendance, the parent/guardian may be required to attend an educational program for the purpose of encouraging parental involvement in compelling the student's attendance, and otherwise assisting the student to succeed in school. The program shall be structured as may be provided in State standards.
- D. The administration shall develop intervention strategies for truancy and other students with attendance problems which may include:
  - 1. A truancy intervention program for an habitual truant;
  - 2. Counseling for an habitual truant;
  - 3. Requesting or requiring a parent(s) or guardian of an habitual truant to attend truancy prevention programs;
  - 4. Notification to the registrar of motor vehicles of the student's legal status;
  - 5. Other appropriate and legal procedures.

### III. Tardiness

#### A. Tardiness to School - Excused:

No penalty shall be imposed if tardiness is due to the late arrival of a school bus to school or to an appointment with a physician or to an illness of the student attested to in writing by a physician or the parent/guardian. All reasons for such tardiness may be verified by the building administrators. In the event the administrator suspects an excuse to be invalid, he/she may hold a conference with the student and parent/guardian and warn them that further incidents of tardiness may be considered unexcused. The administrator will consider the overall attendance/tardiness record of an individual student in making judgments about whether an excuse for tardiness shall be accepted.

#### B. Tardiness to School - Unexcused:

For the first unexcused tardiness to school in a semester, no penalty shall be imposed, but the parent/guardian shall be informed that the tardiness is unexcused. For each subsequent unexcused tardiness during each semester, the parents shall be contacted, and detentions may be issued to the student.

Upon the 5<sup>th</sup> incident, added detentions, suspensions (in or out of school), or Saturday School may be imposed.

Appropriate penalties for unexcused tardiness in elementary schools shall be devised in conferences between the principal and parents, up to and including truancy law proceedings.

#### C. Tardiness to Class

Tardiness in arrival to a class, as opposed to arrival at school, shall be treated separately, with such tardiness being handled by a building administrator and teacher involved, using the principle of progressive discipline. A student who

misses more than half a class period due to an unexcused tardiness may be charged with an unexcused absence from that class, upon the recommendation of the teacher in that class. When tardiness to class is caused by tardiness to school, the tardiness shall be handled as tardiness to school.

In accordance with O.R.C. 3321.19, when a student is found to be truant and the parent has failed to cause the student's attendance, the parent/guardian shall attend an educational program for the purpose of encouraging parental involvement in compelling the student's attendance. The program shall be structured as may be provided in State standards.

- IV. Any willful failure to appear for a detention under any provisions of this policy, without reason acceptable to the building administrator, shall result in additional detentions, or one day of in-school suspension, or, in the case Saturday School has been assigned, such penalties as are provided in the Saturday school policy. Repeated failures to appear for detentions may result in out-of-school suspension.
- V. Suspension resulting from applications of this policy may be appealed by parents/guardians to a Review Panel, which shall consist of the principal, assistant principal, and a guidance counselor from the building in which the student is enrolled. The Review Panel shall hold a hearing, at which the parents/guardians may present reasons the suspension order should be revoked; the Review Panel may establish conditions under which the suspension will be revoked. Decisions of the Review Panel may be appealed to the Director of Pupil Services.
- VI. As permitted in O.R.C. 3321.13, the Superintendent shall notify the registrar of motor vehicles and the Lake County juvenile judge when a student who is of compulsory school age withdraws from school and fails to enroll in and attend an approved program to obtain a diploma or its equivalent. The notice shall be given within two weeks of the withdrawal.

The Superintendent shall be informed whenever a student has unexcused absences for more than 10 consecutive days or a total of 15 unexcused absences in a semester. When this occurs, the Superintendent shall inform the parents/guardian and student that the student's temporary instruction permit or driver's license will be suspended (or the opportunity to obtain such denied), and offer to hold a hearing for the parents to challenge the information about the absences. The hearing shall be held no earlier than three nor more than five days after the notification to the parents, unless the parents request and the Superintendent grants, an extension. If, at the conclusion of the hearing, the Superintendent concludes the information regarding absences is true, or, should the parents fail to appear at the hearing, notification of the absences shall be provided to the same officials (juvenile court judge and registrar as indicated above). Such notification shall be made within two weeks of the hearing. If a student attends school during the next succeeding semester without having ten consecutive (or fifteen total) days of unexcused absences, he/she may request the Superintendent to inform the registrar of this fact, which the Superintendent

shall do within five days of the request. All notifications from the Superintendent shall contain the student's name, address, date of birth, school, and school district.

Adopted by Board: 6/11/90

Revised: 10/16/00; 3/13/06

STUDENT ATTENDANCE ACCOUNTING  
(Missing and Absent Children)

The Board of Education believes in the importance of trying to decrease the number of missing children. In accordance with Amended Substitute Senate Bill 321, effective April 9, 1985, it will be the policy of this Board of Education to identify possible missing children and to notify the proper adults or agencies. The primary responsibility for supervision of a student rests with his/her parent(s) or guardian(s). The school district staff will provide the assistance it can to parents and guardians with this responsibility.

A pupil and one of his parents/guardians at the time of his/her entry to school, shall present to the person in charge of registration a copy of the child's birth certificate and copies of those available records pertaining to him/her maintained by the school that he/she most recently attended. Should the parent(s)/guardian(s) name which appears on the registration form be different from that of the child, or divorce is indicated, proper custodial and/or guardianship documentation shall be presented. Verification of such shall be duly noted on the registration form. The parent(s)/guardian(s) shall have fourteen days in which to produce the birth certificate and all other documents. If the student does not present copies of the required documents, the principal shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may be a missing child.

Parent(s)/guardian(s) shall call the school within two hours of the opening of school on the day the student is absent from school unless previous notification has been given in accordance with school procedures for excused absences. The principal or his designee is required to notify a student's parent(s)/guardian(s) or other person responsible for him/her when the student is absent from school. Every effort will be made to notify the parent(s)/guardian(s) or other person by telephone on the same day the student is absent. Should a student be considered missing the principal shall notify the law enforcement agency having jurisdiction in the area where the student resides. Parents or other responsible persons shall provide the school with the current home, place of work and emergency telephone numbers. This information, along with the home address, shall be located on the student's Emergency Form.

School authorized photographers shall be required to provide a photograph of each student for inclusion into his/her permanent record folder.

School personnel are required to provide access to student records to law enforcement personnel conducting a missing child investigation.

The Board shall require the superintendent or his designee to develop Informational Programs for students, parents and community members relative to missing children issues and matters.

Regulations pursuant to this policy shall be established by the superintendent.

Adopted by Board: 4/8/85

### Homeless Students

Homeless students have a basic right to equal educational opportunities; accordingly, the District will enroll such students in accord with the provisions of the McKinney-Vento Homeless Assistance Act and Ohio Department of Education rules.

A homeless student is one who lacks a fixed, regular, and adequate nighttime residence, including students living in:

1. A supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
2. An institution that provides a temporary residence for persons intended to be institutionalized;
3. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans;
4. A motel, hotel, vehicle, campground, or trailer park due to lack of alternatives;
5. A situation in which there is a doubling up or sharing of housing with another family due to loss of housing, economic hardship, or a similar reason;
6. Emergency or transitional shelters;
7. A condition of abandonment in a hospital;
8. A foster care situation and awaiting placement;
9. A migratory status.

The District will:

1. Review and revise as needed any Board policies, regulations, and procedures, to eliminate barriers to enrollment of homeless students;
2. Not segregate homeless students into separate schools or programs within a school based on homelessness status;
3. Provide homeless students with education, nutrition, and transportation services that are at least comparable to services provided to other students;
4. Designate a person to be the District liaison, who shall ensure that this policy, federal law, and Ohio Department of Education rules regarding homeless students is carried out, and who will coordinate homeless student services with non-District social services and programs.
5. To the extent feasible, comply with parent requests for school placement for a homeless student.

The Superintendent is authorized to promulgate such Regulations as may be necessary to execute this policy.

Adopted: 5/10/10

Residency and Tuition Guidelines

Attendance in the schools in the Willoughby-Eastlake City School District shall be free to all school residents between five and twenty-one years of age (below actual age of 22 years), including these specific types of cases, as required in O.R.C. 3313.64:

1. Students aged 18 through 21 who live apart from parents, who are self-supporting, and who do not have a high school diploma, regardless of the place of residence of parents;
2. Students under age 18 who are married;
3. Students placed in the district for adoption when the natural parents reside outside the district or state;
4. Students who have medical conditions which may require emergency treatment and one or both of whose parents work within the district boundaries, provided medical evidence is acceptable to the Superintendent;
5. For a maximum period of twelve months, students who are residing in the district with a non-parent, and whose parent is in the armed forces, stationed outside the State, upon submission of affidavits as required in Section F of O.R.C. 3313.64;
6. Students whose parents will have built or purchased a house in the district within a period of 90 days subsequent to admission of the student (such students must receive a release from the district in which they were previously enrolled to participate in athletic programs.)

As O.R.C. 3313.64 gives local Boards the option to decide whether tuition will be charged to certain persons, the Board of Education does not choose to charge tuition for the following types of persons:

1. Students for whom an adult resident of the District has initiated legal proceedings to obtain custody of the student, for a maximum period of sixty (60) days;
2. Foreign exchange students or non-Ohio U.S. resident admitted under exchange programs;
3. Students under the age of 22 whose parent dies and who then lives outside the district, for a period not to exceed the remainder of the school year for which the student is enrolled;

4. Any resident and graduate of a special education program who desires to enroll in the District's vocational program except those courses offered as part of the student's special education program;
5. Any non-certificated employee of the district who wishes to enroll in a district vocational course which, in the opinion of the Superintendent, would assist the employee in his/her work assignment;
6. Any adult resident of the district who does not have a diploma, subject to statutory and other limitations set by the State Board of Education.
7. Any child of a full-time, non-resident district employee, of whom the employee has custody. Such child may be assigned to a particular building by the Superintendent, at the appropriate grade level. This provision shall take effect with the start of the 1990-91 school year, and no child may be admitted to attendance in the district except on the first day of that and each succeeding school year.
8. Any child under the age of 22 whose parent(s) have moved out of the school district after the beginning of classes in the child's senior year of high school, for the remainder of that school year.
9. Any child under the age of 22 whose parent(s) have custody of him/her, but who lives with a grandparent who is a resident of the district, provided: a) the student does not need special education; b) the Board of Education of the school district in which the parent(s) reside will agree in writing that there is good cause for the student to attend Willoughby-Eastlake Schools; and c) the grandparent requests such attendance in writing. When a request is received for such attendance, the Superintendent or designee is authorized to enter a written agreement with the sending district, which agreement shall be presented to this Board for approval. The agreement shall state the nature of the good cause, and verify that the sending Board agrees to the transfer.
10. Any child for whom the superintendent of another district, in which the child has a right to attend school, has requested a transfer, and this district's superintendent has consented. In such case, the superintendents of both districts shall enter into a written agreement consenting to the attendance and specifying that the purpose of such attendance is to protect the child's mental or physical well being, or to deal with other extenuating circumstances deemed appropriate by the superintendents. This district shall not be required to provide transportation to any such student. Any student transferred under this provision may participate in all school activities on the same basis as any resident student.

The district of school residence is the school district in which a school resident is entitled to attend school free. School residents are all children whose parents are

actual residents of the school district, with the exceptions shown above. "Parent" means either parent, unless the parents are separated or divorced, in which case the term "parent" shall mean the parent with legal custody of the child, "parent" shall mean the person or governmental agency with legal custody or permanent custody as those terms are defined in Section 2151.011 of the Ohio Revised Code.

I. Tuition Students

Students living outside the school district may, upon approval of the Superintendent, attend Willoughby-Eastlake Schools on a tuition basis. Tuition for non-resident pupils shall be charged from date of entry into the Willoughby-Eastlake City Schools at the rate established by the State Department of Education formula.

II. Special Education and Vocational Students

Resident pupils of the Willoughby-Eastlake City Schools who require special education programs or vocational programs not offered by the Willoughby-Eastlake Board of Education will be considered for non-resident entry into a cooperating school district offering the appropriate program(s).

III. Foreign Exchange Students

The Board of Education recognizes the contribution to international understanding realized through a foreign exchange student program. Under the provisions of Ohio Revised Code, Section 3313.64, the Board of Education has the authority to approve admission and waive tuition for a foreign exchange student. Requests for acceptance of such students are to be directed to the Superintendent, who will prepare such Regulations as are needed from time to time for admission of such students.

IV. Change of Residence During the School Year

Any pupil who, during the school year, moves from one building attendance area as established in Regulations to a different attendance area within the district, may complete either the current grading period or current semester in the school serving the attendance area from which the student moves, at the option of the parent. At the end of that grading period or semester, the student must enroll in the school serving the area in which his/her new residence is located, unless a request for transfer is approved in accordance with Section V of this policy.

V. Procedures for Requesting Intra-District Transfers

It shall be the general rule of this Board of Education not to grant transfer requests for students to attend a school other than that which designated for their residence area. The Board does recognize, however, that there are cases

where the best interests of the student would be served by granting such a request. All transfer requests will be submitted to a review panel consisting of the Directors of Pupil Personnel, Elementary, and Secondary Education, and a school psychologist. The panel will consider these factors when evaluating transfer requests:

1. Safety and health of the student
2. Economic hardships
3. Problems of single-parent families
4. Psychological and social adjustment of the student
5. Continuity of education (e.g., completion of the last year in a school).

Requests for transfer received from students who live in a "choice" or "elective" area as established in 1968 and as described in the first two paragraphs of Regulation R-5210 must be evaluated using these same five factors, once the initial decision of the student as to the school (North or South) to attend has been made.

The Superintendent shall promulgate such regulations as may be needed to execute this policy and the provisions of Ohio Revised Code applicable thereto.

Adopted by Board: 5/21/90

Revised: 9/23/91

### Intra-district Transfer

The Superintendent shall prepare an application form for use by parent(s)/guardian(s) of students, who are residents in the district and who wish to transfer from their normal area of attendance building to an alternative building. The following timeline shall apply to the application process:

May 15 -- Latest date for information to be distributed to district residents and parents about the intra-district transfer program provided under this policy.

May 25 -- Latest date for informational meetings with district parents. Records of attendance shall be kept.

June 15 -- Latest postmark date for applications for the following school year to be received in the Division of Pupil Personnel Services.

August 1 -- Latest date for parents/building principals to be notified of acceptance/rejection of applications for the school year.

All applications for transfer shall be date/time stamped upon arrival in Pupil Personnel Services and postmark dates recorded or retained. Applications shall be accepted for each building by lottery after the deadline date for receipt. In the event additional space occurs in a building after the first set of assignments is made, further transfers may be permitted in accordance with the results of the original lottery. Regardless of the timelines for transfer applications, however, additional transfers may be permitted at any time during the year, but only for specific reasons. When a request for transfer is received at a time other than those shown in the timeline above, the application shall be submitted to a review panel consisting of the Director of Pupil Personnel Services, either the Director of Secondary or Elementary Education, and a school psychologist. Specific reasons considered acceptable for granting such a transfer shall include safety/health of the student, economic hardships, problems of single-parent families, and the psychological and social adjustment of the student, as well as the desire for a student to complete their/her final year in a school, although the parents have changed attendance area since the student enrolled in the school, or other educational reason(s) the panel deems necessary.

Transfers are permitted under this policy subject to the following limitations:

1. Once admitted to an alternative building, a student will be considered as remaining in such building until another request for transfer is filed, including a request to be returned to the student's normal attendance area building, or until a student changes a building assignment due to normal progression through the grades. When a student is due to change buildings due to promotion to the next grade, the student will be assigned to the next building on the basis of his/her regular attendance area. Should the student desire some other building,

he/she must complete a transfer request. When a student chooses to attend an all-day kindergarten at one of the district's magnet sites, the parent will be informed upon assignment that, after the kindergarten is completed, the student must return to the home attendance area school for first and succeeding grades, unless the student applies for and is granted a transfer under these intra-district transfer rules. This same policy provision shall apply to students attending preschools in the district, relative to kindergarten assignments for the succeeding year.

2. A student placed in a school through a request may return to his/her attendance area school by request to the Director of Pupil Personnel. If the request is made no later than 14 days prior to the beginning of the school year or semester for which the student seeks to return, the return will be approved if capacity limits are not exceeded. If the transfer is denied because of capacity limits, the student shall receive priority consideration for the next school year or semester.
3. A student may also return to his/her attendance area school at other times during the year, provided the review panel described above determines that such immediate return is desirable, based on the same criteria to be used by the panel for other transfers.
4. In the event a student returns from an approved transfer to his/her normal building assignment, a new request for transfer must be made to leave that building for another, under the same rules as any other student requesting a new transfer.
5. Any student attending a school through a transfer approval granted before the effective date of this policy shall be entitled to remain in that building, in accordance with any terms, conditions, or limitations set at the time the transfer occurred.
6. A student may not be displaced from his/her normal building assignment by acceptance of a transfer student, i.e., a student from a building's normal attendance area shall be given priority.
7. Admission may be denied when such admission will result in violation of the terms of any collective bargaining agreement related to class size limitations. For those classes, buildings, or programs for which there is no such agreement, the Superintendent shall establish capacity limits annually. Once a student is permitted to transfer, he/she may not be removed from the building solely due to impact on the capacity limits.
8. Students who enroll in the district during the school year shall initially attend the building in their appropriate attendance area.

9. A transfer may be denied if the racial balance of either the sending or receiving school would be negatively impacted by the transfer.
10. A transfer may be denied if the student has been suspended or expelled for 10 or more consecutive days in the year in which admission is sought, or the year immediately preceding the term for which the transfer is sought.
11. Any student resident in the District's "choice" area as established in 1968 shall continue to have such choices, but must also continue to give due notice of the school he/she elects. Once chosen, the school attended cannot be changed except through the transfer application process outlined above in this policy.
12. It shall be the responsibility of parents to transport students who transfer under this policy. However, a student shall be permitted to ride school busses from such regular bus stops as may be designated by the Transportation Department for an individual student.
13. Athletic eligibility may be transferred only once for a student during grades nine through twelve.
14. Students who desire to transfer to a building for the purpose of inclusion in a particular program or course under this or other Board policy must meet the same prerequisites for admission as any other student in the program. The Superintendent shall make a determination of athletic eligibility as applicable for each transfer request for any application received and approved prior to the beginning of "sports seasons." Any student granted a transfer after the beginning of a sport season will be ineligible to participate in any of that season's sports. Such reasons shall be defined as fall (first day of football practice); winter (first day of basketball practice); and spring (first day of baseball practice). No handicapped student may be transferred to a building which does not have a program consistent with the student's IEP.

Adopted by Board: 9/23/96

Kindergarten Program

The Kindergarten program in the Willoughby-Eastlake School District will operate on the following schedule:

1. 1/2 day Monday morning - all day Tuesday and Thursday
2. 1/2 day Monday afternoon - all day Wednesday and Friday

The administration is authorized to offer an optional program of all-day, every day kindergarten classes in one or more buildings, provided there is sufficient enrollment. Parents/guardians who desire to send children to this program will be required to provide their own transportation and shall be assessed a fee for the program. The amount of the fee shall be reviewed each year.

Adopted by Board: 4/25/88

Effective Date: 4/25/88

### Admission to Kindergarten and First Grade

Kindergarten Admission: For regular admission to kindergarten classes, a child must be five (5) years of age on or before September 30 of the year in which admission is to occur. A resident child may be admitted upon application of the parent/guardian if 1) the application is received for the child no later than September 1; 2) the child will be five years of age on or before January 1 of the year in which he/she is to be admitted and 3) such application is approved in accordance with the policy provisions set forth below.

Applicants for early kindergarten admission will be given standardized readiness tests. Those who score in the top forty percent of the general population for their age group will take an individual intelligence or abilities test selected by the school psychologists. In addition, an appraisal of the child's social, emotional, physical, and cognitive maturity will be made by appropriate personnel in the Division of Pupil Personnel. The parent/guardian must give permission in writing for such testing and/or appraisal. The results of these examinations shall be reviewed by a school psychologist and the Associate Superintendent for Pupil Personnel, who shall make a decision to enroll or not enroll the child.

A non-resident child who moves into the district after the opening of school in the fall, and who would have met the required age for regular kindergarten attendance had he/she been living in the district when school began, must attend kindergarten. If a child who is underage for regular enrollment moves into the district between the start of school and September 1, he/she may be admitted to early enrollment under these circumstances: 1) if the child attended kindergarten in another school district for at least 90 days, with good attendance, he/she shall be admitted without testing; 2) if the child attended kindergarten for less than 90 days, he/she may be admitted through testing, as provided for underage resident children. A child who has not attended kindergarten at all shall not be admitted.

All early admissions are made on a trial basis, with the pupil's continuation in school dependent upon a satisfactory adjustment. In the event the child's teacher recommends removal of the child from school, a school psychologist (preferably the one who evaluated the child for admission), and the Associate Superintendent for Pupil Personnel shall meet with the teacher to review the reasons and evidence for such recommendation and consult with the parent/guardian, before the Associate Superintendent makes a final decision on the issue of removal.

First Grade Admission: A child who moves into the district and who has completed kindergarten in a state whose kindergarten admission cutoff date is later than September 30 shall be placed temporarily in kindergarten, pending evaluation to determine other placement.

In accordance with O.R.C. 3321.01, effective the 1990-91 school year, a child may not be admitted into first grade unless he/she has completed kindergarten successfully, or unless he/she is granted a waiver from this requirement by the district's Pupil Personnel Services Committee as established below.

A child will be considered to have completed kindergarten successfully if he/she has:

1. completed a kindergarten program at a public or chartered nonpublic school; or
2. completed a developmentally-appropriate kindergarten program provided by a day-care provider licensed under O.R.C. Chapter 5104.  
(Additionally, after July 1, 1991, the class must be taught by a teacher with a valid certificate, as provided by O.R.C. 3319.22).

The district's pupil personnel services committee shall consist of the Associate Superintendent for Pupil Personnel, an elementary principal, a school psychologist, a first grade teacher, and a guidance counselor who has work experience in elementary grades.

It shall be the sole function of the committee to grant waivers of the requirement of mandatory kindergarten upon request of a parent/guardian for a child who 1) is at least six (6) years old by September 30 of the year he/she is to be admitted to first grade; and 2) is judged by the committee to have the social, emotional, and cognitive skills necessary for first grade.

**Mandatory Screening:** Any student entering either kindergarten or grade one for the first time, beginning with the 1990-91 school year, must be screened for hearing, vision, speech and communications, health or medical problems, and for any developmental disorders.

Adopted by Board: 4/9/90

### Immunizations

It is the policy of this District to comply with the minimum requirements of state law governing immunizations.

Pupils enrolled in kindergarten through grade 12 are required to have written proof on file that they have been immunized against diphtheria, tetanus, pertussis, poliomyelitis, rubeola, mumps, rubella, and beginning with the 1999-2000 school year, hepatitis B, as stated in O.R.C. 3313.671. Effective with the 1999-2000 kindergarten class, students are required to receive hepatitis B vaccines; effective with the 1999-2000 school year, students entering grades 7 through 12 must present evidence of an MMR booster injection. Also effective with the kindergarten class of 1999-2000, any student whose fourth dose of DTP DTaP/DT vaccine was administered prior to his/her fourth birthday must have a fifth dose; in addition, the third dose of polio vaccine was given prior to the child's fourth birthday, an added dose of polio vaccine is also required. Students who have not been immunized by a method approved by the Department of Health are to be permitted to attend school for no longer than fourteen days after admission. However, students who have received rubeola, mumps, and rubella vaccine, and at least one dose of polio vaccine and one dose of diphtheria/pertussis may remain in school, but must take further dosages of vaccines as are required by law, on the appropriate schedule for each vaccine. Failure to maintain such an "in process" status is cause for exclusion from attendance on the fifteenth day after the beginning of the next school year.

A student who has had natural rubeola, and presents a signed statement to that effect from his parent or physician, is not required to be immunized against rubeola; the same shall be true for mumps.

A student whose physician certifies in writing that immunization against any disease is not medically advisable shall not be required to be immunized against said disease.

The policy shall be executed in accordance with schedules promulgated by the State Department of Health. The Superintendent is hereby authorized to effect such administrative regulations as are necessary to carry out this policy.

Adopted by Board: 7/12/99

### Administration of Medications

In accordance with Am SB 262, adopted by the General Assembly, it shall be the policy of this Board of Education to permit the administering of prescription drugs to students by selected school personnel. A prescription drug includes any drug prescribed by a physician, including "over the counter drugs," set forth in O.R.C. 4729.01. Drugs prescribed by a physician or other prescriber as defined below may be administered to students provided all of the following criteria are met:

1. The Superintendent or his/her designee receives a written request that the drug be administered to the student, signed by the parent or guardian of the student;
2. The Superintendent or his/her designee receives a statement signed by the prescribing physician or other licensed prescriber, defined in Ohio law to include dentists, optometrists, podiatrists, and advanced practice nurses with prescriptive authority, that includes the following information:
  - a. Student's name and address;
  - b. School and grade of the student;
  - c. Name, dosage, and time the drug is to be administered;
  - d. Dates when administration of the drug should begin and end;
  - e. Any severe reactions that should be reported to the physician;
  - f. Physician's phone number;
  - g. Any special instructions for administration, sterility, or storage of the drugs.
3. The parent or guardian must agree in writing to submit a revised statement signed by the physician if any of the information originally provided by the physician changes;
4. The employee authorized to administer the drug receives a copy of the statements signed by the physician; such copy being provided to said employee by the next day following the original receipt of the statement by the Superintendent or his/her designee;
5. The drug is received by the employee authorized to administer the drug in the container in which it was dispensed by the prescribing physician or licensed pharmacist, with the label attached. For those drugs not dispensed by a pharmacist, the drug must be presented in its original container.
6. Except as otherwise provided in this policy for inhalers, students may not transport drugs to/from school.

All prescription drugs to be administered to students by school personnel shall be stored in a locked storage place under exclusive control of the building principal or his/her designee; if the medication requires refrigeration, it shall be stored in a refrigeration unit not used by students. To avoid transporting the drug to and from school each day, if the drug is to be administered at home as well as at school, sufficient quantities of the drug must be retained at home to administer the same.

Only employees of the board who are licensed health professionals or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the board, may administer to a student a drug prescribed for that student. Training will be provided to staff as needed and/or as required by law.

The following staff are designated as being authorized to administer medication and treatment to students:

- A. Administrator
- B. Teacher
- C. School Nurse Or Medical Assistant
- D. Building Secretary
- E. Aide
- F. Non-Teaching Persons Who Are Employees Of The District And Who Have Been Trained
- G. Others As Designated By A Student's IEP and/or 504 Plan
- H. Such Other Personnel Who May Be Employees Of District Contractors and Who May Need To Administer Medications.

No employee will be required to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Designated staff may administer medication requiring intramuscular or subcutaneous injection, or the insertion of a device into the body, when both the medication and the procedure are prescribed by a licensed health professional authorized to prescribe drugs, and the staff member has completed any necessary training.

Students shall be permitted to carry and use inhalers for control of asthma, as permitted by doctors and parents. An appropriate form, set forth in regulations pursuant to this policy, shall be submitted to the school principal by the parent/guardian of any student who needs to carry and use such an inhaler.

Additionally, students shall be permitted to carry and use, as necessary, an epinephrine autoinjector to treat anaphylaxis, provided the student, if a minor, has provided prior written approval from the prescriber of the medication and his/her parent/guardian to the building principal or clinic staff assigned to the building. The parent/guardian or the student shall provide a back-up dose of the medication to the principal or school nurse and to supervising staff of extra-curricular activities in which the student participates. This grant of permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a school employee at school or at any of the covered events, a school employee shall immediately request assistance from an emergency medical service provider by calling 911.

The student who uses such a device shall be solely responsible for its appropriate use, and shall be responsible for maintaining the inhaler in his/her possession and control, never permitting its use by another person. Information that a student has been granted permission to use an inhaler (or that such permission has been withdrawn) shall be communicated to teachers in the building(s) which the student attends.

## Nonprescription Medications

These medications include any substances used as a medicine or for relief of pain or other symptoms of distress, and which are available “over the counter” or without a physician’s prescription.

No employee may transmit to any student a drug of any kind, except as provided in this policy.

The district has the right to confirm the legitimacy of any drug administration permit form by contacting parents. School officials have the right to examine any drug(s) to determine the nature thereof, and to seize any such drugs not authorized under provisions of this policy. Parents/guardians of students found in possession of unauthorized drugs will be informed of such possession, and local police departments may also be informed when appropriate.

Before any oral, nasal, optic, otic, or topical non-prescribed medication or treatment may be administered, the board requires the prior written consent of the parent along with a waiver of any liability of the district for the administration of such medication

All nonprescription medications must be in the original container and is to be given only to the authorized student.

## General

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of drug prevention policies and of the student rules of conduct contained in the handbooks for parents and students.

The board of education shall not be responsible for the diagnosis and treatment of student illness.

The superintendent is authorized to prepare administrative guidelines as needed to address proper implementation of this policy.

Adopted by Board: 8/27/84; Revised: 12/6/99; 1/8/07; 2/13/12.

### Health and Safety

It is the policy of the Willoughby-Eastlake City School District to take such measures as are required to protect the health and safety of students, staff, and the public during their presence on school property. This Board recognizes that control of the spread of contagious disease is an essential part of this health and safety. To protect such health and safety, it is the desire and intent of the Board that school personnel shall follow State statutes, Ohio Department of Education, and Department of Health guidelines and recommendations in questions regarding communicable diseases.

Because of the severity of the disease, the current lack of any known effective treatment, and the widespread public concern about it, this policy sets forth particular guidelines regarding Acquired Immune Deficiency Syndrome, or AIDS.

As a general direction to school personnel, the Board of Education desires that the rights of any individual afflicted with AIDS, including those persons with AIDS related complex or whose blood contains the HIV Positive Antibody, be balanced with the rights of uninfected staff and students. In drafting any Regulations necessary to carry out this policy, the Superintendent shall attempt to establish such a balance.

The Board, based on current medical information, believes that any student or employee who is diagnosed as having AIDS, is entitled to an individual evaluation of his/her medical condition. Decisions regarding the advisability of a particular student or employee continuing to attend or to work in the schools of this District will be made only after consideration of all available information regarding the physical condition of that individual.

When any staff member receives information that a student or school employee has been infected with AIDS, he/she is requested to inform the Superintendent; similarly, parents of children who have been infected with the AIDS virus are requested to notify the Superintendent.

Upon receipt by the Superintendent of credible information that a given employee or student has been diagnosed as having been infected with AIDS, the Superintendent may relieve that employee from work temporarily, or the student from attendance at school. The decision to temporarily remove an employee from work shall be made only after due consultation with the afflicted person's physician and after conference with the employee and such personal or union representative(s) as he/she may care to involve. Any such temporary removal shall be with pay. Similarly, no student shall be denied school attendance without consultation with both physician and parent/guardian. As part of Regulations, the Superintendent shall prepare guidelines to be used in making the determination of removal and reinstatement of infected students and employees, based on recommendations of the Ohio Department of Education and the County or State Health Departments.

Regardless of the decision to remove or not remove an employee or student, the Superintendent shall immediately appoint a team of persons to conduct a review of the case and present recommendations for any action needed. One of three recommendations may be made:

1. the unconditional, continued assignment of the student or employee as currently assigned;
2. the continuation of the current assignment of the student or employee, but under specific restrictive conditions;
3. the continued exclusion of a student from school attendance until a date certain or until a re-evaluation of the student's condition indicates the student should return to school, or the assignment of an employee to sick leave or other paid leave of absence.

Once a decision is made to admit an AIDS-infected person to school or to leave him/her in school, the team which made such recommendation shall continue to monitor the victim's medical progress, and make such periodic recommendations to the Superintendent as may be necessary. The team shall consist of a physician appointed by the Board, a representative of the county Health Department if available, one other person (such as a school nurse) appointed by the Superintendent, and, in the case of a student, either the parent/guardian or other persons as the Superintendent may desire to appoint. Employees infected shall have the right to select one additional member of the team. It shall be the position of this Board that any employee afflicted with AIDS shall have available all benefits of employment as such would be available to an employee with any other disease.

Any information received by the Superintendent or review team regarding the medical condition of any student or employee shall be guarded as confidential information, and shall be revealed only to those persons who are required to have such information; unless there is a reasonable, specific need to know, other students and/or employees shall not be informed of the medical condition of any other student or employee. The Superintendent may, as necessary, seek the advice of the county health commissioner and/or attorneys as to the precise information about a case which should be released, and to whom it should be released.

The administration shall ensure that there is a program of AIDS education for students in suitable part(s) of the District's curriculum, and shall endeavor to provide AIDS related information to employees to the extent feasible. The Superintendent may appoint such advisory committees as may be deemed desirable to keep him/her aware of developments in and knowledge about AIDS and other diseases, particularly information related to disease transmission, and recommend to the Superintendent such policy changes as may be appropriate. In addition, it shall be the policy of this

district to cooperate fully with other public agencies in the distribution of AIDS related information to students, employees, and the general public. The Superintendent shall prepare such guidelines as may be needed regarding the handling of blood and body fluids in the schools to guard against transmission of AIDS or any other contagious disease.

Adopted by Board: 3/28/88

### Reporting of Child Abuse

Under provisions of O.R.C. 2151.421, any school employee or authority who has reason to believe that a child (less than 18 years of age, or under 21 years old and who has a physical or mental handicap) has suffered any physical injury, sexual abuse, disability or other condition of a nature that reasonably indicates abuse or neglect of the child, must report such suspicion immediately to the lake county human services department or the municipal police department of the city in which the child resides or where the neglect or abuse is occurring or has occurred. The employee must also report such suspicion immediately to a building principal or other school or district level certificated administrator. Reports shall be made by telephone or in person. Information to be reported will include the name and address of the child and his/her parent or guardian; the age of the child; information about the nature and extent of the child's injury or abuse; and any further information which may from time to time be required by the department of human services or the respective police department. In all cases, school employees shall offer the fullest cooperation with authorized investigators.

Under no circumstance should any district employee contact the child's family or initiate an investigation to determine the cause of the suspected abuse or neglect. Neither is it the responsibility of the district or its employees to prove that a child is abused or neglected, or to decide whether a child is in need of protection.

The phrase "reason to believe" shall be interpreted to mean "known or suspected" as provided in 45 CFR 1340.3-3 (d); the duty to report instances of child abuse or neglect does not require an employee to have proof positive, but merely to reasonably "suspect" such.

Abuse shall be defined as the infliction, by other than accidental means, of physical harm as evidenced by such items as unexplained cuts, burns, bruises, or scars; sexual exploitation and molestation; or severe and harsh punishment. Neglect means the failure to provide necessary food, clothing, shelter, supervision, medical care, or schooling; or abandonment of the child by the parent or guardian.

In cases involving upper elementary or secondary school students, the student shall also be informed that a report is being made to the Department of Human Services or to the municipal police, and that an investigation is likely to occur; in such cases, the student should also be provided with emergency contact phone numbers if deemed appropriate.

The Superintendent shall take steps to apprise employees that the requirement to report information regarding suspected abuse or neglect supersedes confidential information policies and, therefore, does not require written consent to report to the appropriate legal authorities. However, all records concerning the referral of suspected abuse/neglect are confidential and are not to be kept in the student's cumulative folder, and may be released only by subpoena or judicial order. School employees should also be made aware that, in making a referral in good faith or participating in any judicial proceeding resulting from a referral, they shall be immune from any criminal or civil liability, in accordance with the provisions of Ohio revised code 2151.421 and precedential court decisions.

The Superintendent shall cause to be provided desirable inservice training for school employees regarding child abuse and neglect; and shall maintain an annual count of the number, nature, and disposition of child abuse/neglect reports made by employees of the district.

Adopted by Board: 12/8/97

### Student Pregnancy Guidelines

The Board of Education affirms the right of a pregnant student to continue her participation in the school program, and does not desire that such a student be penalized in any way for pregnancy. To ensure fair, reasonable, and just treatment for such students, and to encourage them to complete high school, the following guidelines for dealing with them are established.

1. As soon as a student pregnancy is confirmed by the student's physician, the student should consult with a member of the pupil personnel staff, especially a nurse, and building administrator or counselor to prepare a plan for continuing her education.
2. The student should remain in her present school program, with such modifications as may be deemed advisable by the physician, until the birth of her baby is imminent or until her physician advised that she discontinue her program. Continued participation includes extracurricular activities.
3. A pregnant student should be advised to leave school and receive home instruction either 1) at the end of the second trimester or 2) at any time her physician so recommends. If no such request is received from either student or physician by the end of the second trimester, the school nurse shall contact the student's physician in an effort to ascertain a projected date for the student's absence. In no case, however, shall there be a mandatory, uniform withdrawal date.
4. If the student is under 18 years of age, a request for home instruction must be made by the parent/guardian.
5. Home instruction will not be provided unless the student and/or parent/guardian agree to the student's return to school after the birth. A student who becomes employed after the birth of the baby will automatically be deemed capable of returning to school, and home instruction will cease.
6. A maximum of five courses will be provided through home instruction.
7. At the middle or elementary school level, a student should be advised to accept home instruction tutors upon confirmation of the pregnancy.
8. The school nurse is to be the person primarily responsible for communications with physicians and for counseling with the student and parents regarding the pregnancy and health. When a staff member becomes aware of a student pregnancy, this information should be communicated directly to the school nurse.

Gang Behavior

Gang activity is prohibited. Such activity consists of:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership in or affiliation with a gang, while on school property or at school sponsored or related activities, on or off school property.
2. Committing any act or using any speech, either verbal or nonverbal, showing membership in or affiliation with a gang. A gang is any non-school sponsored group, possibly of secret and/or exclusive membership, whose purposes or practices include any of the activities proscribed in this policy.
3. Using any speech or committing any act to further the interest of any gang or gang activity, including but not limited to, the following:
  - a. Soliciting and/or initiating others into gang membership;
  - b. Requesting any person to pay for protection or otherwise intimidating or threatening any person;
  - c. Committing any illegal act or violation of school policies;
  - d. Inciting others to act with physical violence upon any other person;
  - e. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.
4. When the principal of a building suspects a student of being a gang member, the parent of the student will be informed, and the cooperation of the parent will be solicited. When the violation of this policy involves only the display of badges, symbols, clothing, or other items indicative of gang membership, the items shall be confiscated and the student will be directed to not repeat the offense. For repeated violations of this provision, or in the event of a student commits a violation which impacts upon other students or staff, suspension or expulsion penalties may be imposed.

Gang awareness programs for parents are to be encouraged in this district.

Adopted by Board: 9/25/95

### Awards for Academic Achievement

In accord with the Board of Education's philosophy that students should be recognized for achievement in all areas of the district's educational program, it is the desire of the Board that the system of awards for academic excellence established in 1985 be continued.

As established previously, the awards program shall be based on two levels of yearly grade point averages in each grade, for grades six through twelve. Separate awards shall be given for the Principal's List (GPA of 3.76 and above) and for the Honor Roll (GPA of 3.0 to 3.75). In addition, other awards for special achievements in academic activities shall be maintained in each building. A separate system of academic awards shall be maintained for students participating in special education programs.

Awards shall be issued each September for the preceding year. For the sixth grade, awards shall be made during September of the seventh grade; incoming sixth graders shall not be eligible based on work in the fifth grade.

Procedures for calculating yearly grade point averages shall be the same as established in Regulations pursuant to the district's uniform grading practices policies.

Revised 6/23/97

### Eligibility for Participation in Activities

Students in grades 6-12 who wish to participate in school activities must meet the grade point average and other minimum requirements as set forth herein. "Activities" shall be defined in this policy as having two traits: 1) a paid advisor is employed to oversee the student activity; 2) the activity is not required as a part of a student's academic program. For specific activities, particular buildings may establish higher grade point averages than set forth herein, as well as other requirements not referenced in this policy.

For those students whose parents/guardians do not live in the district, and who transfer into the district as non-resident students, athletic eligibility shall be transferred automatically, provided the non-resident student enrolls and is in attendance in this district no later than fifteen (15) days after the date of the beginning of the Willoughby-Eastlake school year. However, such students are subject to the same eligibility criteria as residential students, as set forth in this policy.

At the start of a grading period, a student's eligibility for participation shall be based on his/her grade point average for the immediately preceding grading period. The requirements of the Ohio High School Athletic Association (OHSAA) regarding eligibility of students shall be applied to all programs, in addition to local requirements described in this policy.

The following district rules apply for each grading period of the school year:

1. Students with an average of 2.0 or higher at the beginning of each grading period, and who meet all other requirements of the Ohio High School Athletic Association (OHSAA) standards, shall be fully eligible for participation until interim reports are issued (at approximately 4.5 weeks after the beginning of each grading period). If the student's average is still at least 2.0 when interims are issued, the student is eligible for the remainder of the grading period. If the student's grade average drops to less than 2.0, the student shall be on weekly probation.
2. Probationary periods are not permitted for students who do not meet the OHSAA Scholarship Bylaw 4-4; a student found ineligible under this rule shall remain ineligible until the beginning of the fifth school day after the end of the next grading period.
3. Students with an average of less than 2.0 at the beginning of a grading period shall be on probation until interim reports are issued. If the student has not reached an average of 2.0 at the time interims are issued, the student is ineligible for the remainder of the grading period.

4. For those placed on weekly probation, checks shall be conducted on the first day of each school week; any ineligibilities shall take effect on games occurring that same week.
5. A failing grade in one or more courses shall not prevent participation in activities so long as the grade point criterion established herein is met.

For purposes of this policy, weekly eligibility shall be defined as weekly grades.

For any students placed on probation or declared ineligible, tutoring either before or after regular school hours shall be provided. All students whose grades are below the requirement for participation shall be eligible for such tutoring.

Any student for whom there is an individualized educational plan (IEP), except for students with speech and hearing problems alone, shall not be declared ineligible under terms of this policy. This provision does not waive any state requirements for eligibility.

In the event that a student in the judgment of the building principal, is not capable of maintaining the required grade point average, a review panel shall be appointed by the principal to recommend whether or not the student shall be allowed to participate in activities. Said recommendation shall be made to the Superintendent for approval. This policy shall take effect for the 1995-96 school year.

Adopted by Board: 2/20/95

Revised: 7/13/98

### Student Activity Programs

It is the position of this Board that student activities are a valuable part of the educational program, and that all students should be encouraged to participate in those activities of interest to them. "Student activity programs" shall be defined as those school programs which are approved by the school, have a paid staff or faculty advisor, and are voluntarily engaged in by students, i.e., they are not required as part of a student's academic program and do not carry credit toward promotion or graduation. In each school, there shall be a student activity program designed to promote student growth and development by supplementing and enriching the school's curricular program. Each activity shall be designed to contribute directly to the educational, civic, social, and ethical development of students involved.

Loss of instructional time to student activities shall be minimized. Activities which require a loss of instructional time shall not be approved unless 1) the benefits of the activity cannot be obtained within the scheduled instructional program; 2) the activity contributes to the development of important skills or interests of the students involved; 3) the total length of time does not impair the curricular achievement of the students involved; 4) students shall be given the opportunity and shall take responsibility for making up such academic work as is necessary; 5) the experience cannot be obtained outside of regular school hours. Each of the schools in the district shall inform students and parents of school-sponsored activities.

The Superintendent or his/her designees shall review and approve or disapprove student participation in activities scheduled during the school day by school-related as well as non-school organizations and agencies.

Fees for participation in student activities shall be established by the Board on an annual basis, or at such times as changes therein may be needed.

Adopted by Board: 4/13/87

The Board of Education encourages, both as a classroom related learning process in such courses as English, journalism, etc., and as an extracurricular activity through school-sponsored publications, the activities of students in the writing, printing, and distribution of original works, such as literary publications and school newspapers and yearbooks. The following guidelines are established:

I. School-Sponsored Publications

To be considered school sponsored, a student publication must have an advisor appointed in the same manner as other activity advisors. Each such publication must conform to written standards, which standards may vary from publication to publication and from building to building; however, the standards must at least provide that no publication shall be distributed which contains untrue, libelous, or defamatory materials, obscenity, or statements which incite others to damage property, physically harm others, or seriously disrupt school activities or the educational process. Although the building principal shall bear the ultimate responsibility for violations of the standards, the person acting as advisor shall be charged with responsibility for initial review of the publication. Written standards should conform to current legal definitions, and should be revised periodically as needed. In the event that any portion of a publication is proscribed by the advisor, the students may appeal to the building principal for relief.

II. Nonschool-Sponsored Publications

Students who edit, publish, and/or wish to distribute nonschool sponsored handwritten, printed, or other material (including computer generated or otherwise produced graphics) among their fellow students must assume responsibility for the content of the publication/materials. Each building should develop as the necessity demands, such restrictions on the time and place of distribution as are considered desirable. The same standards of publication apply to nonschool as to school sponsored publications. As set forth above, such standards prohibit:

1. Defamatory statements;
2. "Hate" literature which attacks ethnic, religious, or racial groups;
3. Writings or other media creations aimed at disrupting order or discipline in school, or creating hostility or violence or violation of school policy or civil law;
4. Obscene, pornographic or vulgar material or material which contains lewd or vulgar language;
5. Materials which denigrate specific individuals in or out of school, or which invade the rights of others.

Nonschool sponsored materials are not to be duplicated or printed in school, or with school supplies or school equipment. Violations of this policy may be cause for suspension or expulsion.

Tuition Refund Policy - Adult Practical Nursing Program

Adult student refund of tuition will be made upon written request using the following guidelines:

Withdrawal prior to beginning of classes	100 percent
Withdrawal first week of classes	75 percent
Withdrawal second week of classes	50 percent

If the student must withdraw, he/she will have the option to reenroll within the following year if no refund is taken.

There will be no refund following the second week of classes.

This policy applies to tuition refund only.

Adopted by Board: 12/20/82

### Records Retention and Destruction

A district records commission, composed of the President and the Treasurer of the Board of Education, along with the Superintendent of Schools, is hereby established to carry out the provisions of this policy. The commission shall meet at least annually.

No record, as defined in O.R.C.149.011, which serves to document the activities of the district, shall be removed, damaged, destroyed, or disposed of, in whole or in part, except as provided by law or under rules pursuant to law, which may be adopted by the district records commission defined above.

The commission shall prepare, and revise as may be needed, a schedule of records retention and disposition, and review recommendations for disposal of any such record. The superintendent shall designate one person in each operating department and/or building to act as a records officer; such person shall be responsible for records retention under that person's charge, and shall make periodic recommendations for disposal of such records.

When the records commission approves disposal of one or more records, it shall send a list of such records to the Auditor of State and to the Ohio Historical Society. No personally identifiable student records shall be sent for disposal, although such records may be maintained through microfilm or other electronic means, as opposed to original paperwork.

Both the Auditor of State and the Historical Society shall inform the district records commission of any disapproval of the records destruction request within the time limits specified in law.

Adopted by Board: 12/15/03

## Student Records and Information Rights

It is the intent of the Willoughby-Eastlake City School District to comply with the Family Educational Rights and Privacy Act, (PL 93-380), as well as O.R.C. 3319.321, the Protection of Pupil Rights Amendment.

Student records will not be released without written parent/guardian consent, except for compliance with judicial orders and subpoenas; audit and evaluation of federally sponsored programs and for record keeping needs. Information such as academic record, achievement and ability test results, proficiency test results, health and attendance data, disciplinary records, extracurricular activities, honors, and related documents is located at the school being attended or at the school from which the student graduated; records are transferred to the Pupil Personnel Department three years after a student graduates. Directory information as defined below may be released without parent/guardian permission, unless the parent/guardian informs the school in writing within ten school days following mailing of a publication or notice to parents/guardians and adult students, informing them that they may refuse to allow all or part of such information to be released. (Whenever a student has attained eighteen years of age, the permission or consent required of and the rights accorded to the parents/guardians of the student shall thereafter only be required of and accorded to the student.)

“Directory Information” includes the following: the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. However, not even directory information may be provided to for-profit groups.

Parents/guardians or eligible students seeking access to a record must complete and sign a request form, which then becomes part of the student’s records. The school principal or his designee is the person to be contacted should one desire to review an educational record. (For information concerning graduates and those who have withdrawn from the system, contact is to be made with the district Pupil Personnel Department). Copies of documents may be obtained at cost.

The Willoughby-Eastlake City School District forwards records to a school, on request, in which the student seeks or intends to enroll. Upon proper request, parents/guardians of a student can receive a copy of the forwarded records.

In addition to the right of review, provision is made for a hearing in which contents of the record may be challenged. The hearing board is comprised of the building principal, the Director of Pupil Personnel, and the Assistant Superintendent. Persons who desire such a hearing should contact the Pupil Personnel Department.

No student shall, without his/her parents/guardian's consent, or in the case the student is 18 or over, without the student's consent, be required to comply with a survey request when any survey question relates to any of the following eight areas:

1. political affiliations or beliefs of the student or student's parent/guardian;
2. mental or psychological problems of the student or his/her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others; with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors and other health care professionals, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents/guardians;
8. income, other than as required by law to determine program eligibility.

Further, upon request, parents/guardians may inspect any survey containing one or more of the eight categorical questions listed above.

In the event consent is granted to participate in any such survey, procedures shall be in place to prevent releasing the identity of any participating student.

Parents/guardians have a right to inspect, upon request, any instructional material, regardless of form, used as part of the educational curriculum for the student, within a reasonable amount of time after the request. Academic tests and academic assessments are excepted from this provision.

No student shall be required to undergo any non-emergency, invasive physical exam or screening as a condition of attendance, whether administered by the district's school personnel or its agent's, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Annual notice of student/parent rights under this policy shall be provided to the public generally and to all district students and parents.

Adopted by Board: 8/27/90

Revised: 9/22/03

**Student Cumulative Records**

To provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information on them. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian or the student in accordance with law, yet be guarded as confidential information.

It shall be the responsibility of the Superintendent to develop procedures and rules for the admission and deletion of material from the student records, for specification of the content of such records, and for the administration of such records in accordance with all applicable statutes pertaining to such records.

Adopted by Board: 4/13/87

Interscholastic Athletic Program

The interscholastic athletic program of the Willoughby-Eastlake City Schools shall have the following purposes:

1. To provide for our students a series of athletic experiences which will promote wholesome and friendly rivalry, improved playing skills, good sportsmanship, new friendships, and better community relationships;
2. To provide for our student body a foundation for the development of good school morale, for being sportsmanlike hosts, and for exercising the qualities of fair play and courtesy;
3. To promote a better school-community relationship, creating for the community a program of education and entertainment through athletics;
4. To provide for our students, a program of rigorous competition under prescribed regulations and policies which will permit the development of ideas and habits of health, fair play, initiative, achievement and emotional control;
5. To provide a soundly conceived and executed athletic program that will meet specified objectives and assume its proper place in the total school program.

Pursuant to these purposes, the following objectives are established for the interscholastic athletic program:

To meet the needs and interests of those students who are gifted athletically;

To give all students the opportunity to become members of a team;

To teach that a penalty follows a rule violation;

To give students an early understanding that participation in athletics is a privilege which carries responsibilities;

To provide opportunities to exemplify and observe good sportsmanship, which is an aspect of good citizenship;

To provide an activity in which the entire school may become involved either directly or indirectly;

To develop the idea that the athletic program is but one facet of the total school program;

To develop each participant's knowledge and use of the fundamental skills needed to participate in his/her chosen sport;

To permit the use of athletic squads as advanced classes for the teaching of skills for those students so gifted;

To teach students to win gracefully and to lose in the same fashion.

#### Expectations of Student Athletes:

Because of the highly visible position which the student athlete holds in the school community, because the athlete often plays the role of public representative of his or her school, and because the very nature of athletics involves health and safety factors, the student athlete is expected to maintain a high standard of personal appearance and behavior. Among these expectations are the following:

1. The wearing of jewelry, ornaments, etc. shall be governed by the official printed rules of the sport.
2. The student athlete shall be expected to maintain control of his or her emotions at all times.
3. The student athlete shall be expected to exhibit a well-groomed appearance and acceptable conduct off the field or court as well as during practice and contest sessions.
4. The student athlete who wishes to become a candidate for an athletic squad must be willing to accept the guidelines, rules, regulations, and policies which govern the activity in which he/she wishes to participate. The student, likewise, may expect that said guidelines, rules, regulations, and policies shall be clearly outlined in writing at the beginning of each season by the coach of that sport so that no misunderstanding may later occur. Such guidelines shall include the rules and policies in effect such as attendance at practice sessions, requirements for earning awards, training rules, and other rules concerning practice sessions and contests which may occur during school vacations or holiday periods.
5. In order to participate in an athletic contest or practice, the student must be in attendance by noon of the day of the contest unless the absence has been approved by the building principal.
6. The student athlete must maintain scholastic eligibility standards as set forth by OHSA and Willoughby-Eastlake district policies.

The administration of this district shall develop such rules and regulations as may from time to time be necessary to supplement and explicate the provisions of this policy, and which shall include, but not be limited to, the following areas:

1. Medical records and procedures for handling of injuries, within the following structures:
  - a. A student athlete will be required to have a participation form signed by the participant and his/her parents or guardian, and a certification of physical fitness signed by a physician, on file with the building principal or designee, before being permitted to practice or participate in any sport, except as waivers of physical exams for religious reasons as provided in the Ohio Revised Code are permitted. In the event that a physical is not taken, the parent must certify that the student is exempt for religious reasons. The physical examination is the responsibility of the student athlete. These completed cards must be kept on file in the principal's office or in an area designated by him. Any additional rules, regulations, or requirements adopted by the Ohio High School Athletic Association in relation to physical examinations and follow-up exams or information shall be followed by the district, and such forms and procedures as recommended by OHSAA may be adopted and used by schools of this district. Such rules, regulations, and forms shall be described in a district athletic program handbook, and such provisions shall be made known to student participants.
  - b. A systematic method of record keeping must be established at each school. If a student transfers to another school, records shall be transferred to the new school.
  - c. Each athlete must show proof of being covered by student accident insurance or have on record a waiver signed by a parent.
  - d. Each athlete shall have a completed emergency form (as stipulated state statute) on file with the athletic director. These emergency forms must be available at the scene of each contest and this shall be the responsibility of the head coach or the advisor of that activity.
  - e. When an athlete has been the victim of an illness or an injury which requires professional medical attention, that athlete will not be permitted to return to practice or participation until written permission from his or her doctor has been received by the athletic director. When the athlete has an injury or an illness which, in the opinion of the parent, does not require professional medical attention, that athlete will not be permitted to return to practice or to participation until written permission from his or her parent has been received by the athletic director.

- f. When an injured athlete requires being transported to a hospital, clinic or doctor's office, an adult should accompany and remain with the injured until the parents have been notified and they have arrived at the treatment site.
  - g. After the injured athlete has been attended to and the parents or guardian notified, the accompanying adult shall then notify the appropriate athletic director and the athletic director shall, in turn, notify his building principal.
  - h. An injured athlete shall not be left alone in a locker room or other area. An assistant coach or a responsible student manager shall be assigned to remain with the athlete for observation purposes until a final determination of his condition has been made.
  - i. Each squad shall have readily available at each practice and contest site a complete medical emergency kit, and a definite assignment should be made as to who shall be responsible for the care and availability of this medical kit.
  - j. Coaches, advisors and athletic directors shall be expected to keep abreast of the latest practices for the care and prevention of athletic injuries and to attend all district medicine workshops. The above mentioned personnel shall obtain yearly certification or recertification according to the standards set by the Ohio Department of Education.
  - k. Any major injuries (fractures, head or spine injuries, eye or injuries requiring a physician's examination or hospitalization) that occur in a practice session or a contest shall be reported on a Willoughby-Eastlake Major Accident Report Form and submitted to the athletic director. The athletic director shall then submit this accident report to the building administration office.
2. Control of middle school/high school relationships, within these guidelines:
- a. Communications between Willoughby-Eastlake middle schools and high schools is desirable and is to be encouraged. Middle school students should be encouraged to continue their education at the high schools within the Willoughby-Eastlake district. That possibility will be enhanced by proper intercommunication, friendly articulation and by projecting a genuine interest in the student and in his/her activities.
  - b. When a representative of either high school athletic program wishes to consult with middle school athletes, he/she may do so only with the full knowledge of the principal and the athletic director of the middle school.

- c. When activities such as weight rooms, open houses, clinics, etc., are sponsored by a high school for middle school students, stringent rules for such activities must be established, which rules should include the following:
  - 1. The middle school student must have the written permission of his/her parents.
  - 2. The sponsoring high school must have absolutely qualified supervision.
  - 3. The middle school student must have the approval of his/her principal or athletic director.
  - 4. Any high school sponsored activity must not interfere or conflict with a middle school activity.
- d. At no time shall a representative of the high schools make a deliberate, conscious attempt to solicit or recruit a middle school student (who has a choice of high schools) to attend a particular high school or to participate in a specific sport.
- e. Any meetings held at Eastlake Middle School (where students have a choice of high schools) may occur only after students have made registration choices in the high school which that student has chosen to attend.

3. Training rules/policies:

The very nature of athletics demands that the participant's body be finely trained and maintained in the best possible physical condition. This necessity not only enhances the possibility of maximum performance but also guards against harmful effects and damage to the physical body. To this end, the use of alcohol OR tobacco in any form, the use of drugs of abuse, or finding of a court of competent jurisdiction that a student is guilty of a felony, misdemeanor, or OF being unruly, ungovernable or delinquent shall result in mandatory suspension of the athlete for at least three weeks (15 school days) and possibly, for the remainder of the sports season in which the infraction occurs, in accordance with the rules set forth below in sections A through D. Regulations or handbooks adopted pursuant to this policy shall contain the following rules:

- A. Athletes found selling or distributing alcohol or drugs of abuse shall, for the first offense, be
  - 1. dismissed from the squad for the balance of the season.

2. referred to the core team for evaluation.
- B. Athletes found possessing or using tobacco, alcohol, or drugs of abuse in any form shall, for the first offense, be
1. denied participation in all athletic contests for a minimum of 15 days (three school weeks);
  2. required to attend a conference with parents or guardian, core team and other appropriate school personnel, within one week of the suspension from the sport;
  3. required to participate in such plan as may be recommended by core team;
  4. dropped from the squad if he/she fails to complete steps 2-3 above.
- C. In addition to the penalties listed above, any athlete who has committed a first violation shall enter a probationary period of one calendar year dating from the date of the violation. If no further violation occurs during this probationary period, the previous violation will be expunged from his/her record.
- D. Athletes determined to have committed a second offense under these training rules (B, above) shall be referred.
- E. Athletes determined to have committed a second offense under these training rules (B, above) shall be referred to the core team and shall be dismissed from the squad.
- F. Any athlete permanently removed from a sport for a violation of these training rules shall appear before a review board before future participation in any other sport be permitted.
- G. The review board shall consist of the building principal (or his representative), the athletic director and the head coach of the sport in which the student desires to participate. The parents or guardian of the student shall be invited to attend the meeting of the review board.
- H. All penalties set forth above shall be imposed on athletes in addition to any penalty which may be imposed by virtue of existing Board of Education policies 5114 and 5114.1 or other Board policy provisions regarding similar offenses. In the event that procedural due process which may be instituted under such Board policy results in failure to confirm that an offense has been committed, the penalties imposed upon the student as an athlete shall be revoked.

- I. A senior high school student who has been a member of any athletic team, i.e., his or her name has appeared on an eligibility list, shall be subject to the Willoughby-Eastlake district training rules and disciplinary action pertaining thereto for the balance of his/her high school enrollment.

#### 4. Cheerleading squads:

Among such other provisions as may be desirable, regulations and handbooks shall require that beginning and ending dates for all cheerleading practice and performance sessions will correspond to the starting and ending dates established by the OHSAA handbook for the sport season in which the particular cheerleading squad participates. OHSAA sectional, district, regional and state participation by the district may, however, extend the cheerleading season participation. Cheerleaders and advisors should focus complete attention and practice sessions upon developing routines that support the particular athletic activity for which they are cheering. To this end, cheerleaders' participation in cheerleading competitions sponsored by profit making organizations are to be prohibited. No cheerleading competitions per se sponsored by any non-school organizations shall be permitted except as may be expressly approved by the building principal and the respective athletic director; no competition for any squad shall be so approved when the competition occurs outside the normal sport season for the particular cheerleading squad. Deadlines for filing of requests for approval for cheerleading competitions shall be established in athletic handbooks. Job descriptions for cheerleader advisors shall be part of such handbooks.

### ATHLETIC AWARDS

The award policies listed below apply to both boys' and girls' athletics. A sport must have been approved by Central Administration as an interscholastic sport before this award system is valid.

#### MIDDLE SCHOOL:

First Award	6" school letter with pin designating the sport
Subsequent Awards	Certificate of participation plus pin designating sport
Special Awards	Approval of building principal

#### HIGH SCHOOL:

##### Ninth Grade

First Award                      Numerals of Graduating Year

Subsequent Awards        Certificate of Achievement

Junior Varsity

First Award                      4" School Letter and Certificate

Subsequent Awards        Certificate of Achievement

Varsity

First Award                      8" school letter and Certificate

Second Award                Same Sport: Plaque

Second Award                Different Sport: Certificate and pin designating  
sport

Third Award                    Same Sport: Trophy

Third Award                    Different Sport: Certificate and pin designating  
sport

Fourth Award                 Approval of building principal

Special Awards                Approval of building principal

Non-letter winners are given a certificate of participation.

TRANSPORTATION

1. School transportation shall be used at all times when feasible and available.
2. Under no circumstances shall a student driver be permitted to transport team members, cheerleaders or managers.
3. When responsible adult drivers are used for transportation, the vehicle used must be covered by no less than the minimum of liability coverage as required by law, or \$100,000/\$300,000, whichever is greater. This coverage may be held individually or by a blanket coverage arrangement. Reimbursement for such driving services shall be made by an agreement or arrangement with the athletic director of that building.

4. Proper requests for school provided transportation shall be made in accordance with the rules and regulations of the Willoughby-Eastlake transportation department.
5. The Athletic Director shall inform the Associate Superintendent for Instruction immediately of any postponements, cancellations or time changes so that proper action can be taken.
6. All members of athletic teams must go to and return from athletic contests by the transportation provided for them as stipulated by board policy. Exceptions can be made only under terms of Board policy and pursuant regulations.
7. The master athletic schedule will serve as a basis for sanctioned, legitimate transportation. Those sports that have been designated by central administration as officially sanctioned interscholastic sports will receive priority.
8. There must be a coach or a school approved adult on the bus or van when traveling to and from a contest site. The coach will be responsible for supervising the behavior of all participants on the bus.

Booster Clubs:

1. Booster Clubs at the high school level are desirable and they are most helpful in promoting interest in and providing financial assistance for the interscholastic program.
2. Booster Clubs' role is of a supportive nature and operate within established Willoughby-Eastlake district policies.
3. The athletic director shall act as the liaison person between the Booster Club and their school and shall serve as an interpreter of school policy. The athletic director should be a permanent member of the Booster Club's governing body and should suggest direction to the club projects and for the expenditure of funds.
4. All requests to the Booster Club for financial aid shall go directly to the athletic director of that building and shall be reviewed by the building principal.

Adopted by Board: 12/14/87

Student Academic Fees  
(2011-12)

ART	Code	Subject	Fee
	7001	Art Grade 6	6.50
	6103	Art Grade 7	8.50
	7201	Art Grade 8	10.50
	7405	Art I	30.00
	7406	Art II	35.00
	7502	Art III	40.00
	7602	Art IV	40.00
	7407	Ceramics I	35.00
	7507	Ceramics II	35.00
	7411	Exploring Visual Art & Music	24.00
BUSINESS	5502	Accounting	25.25
	5411	Keyboarding & Document Formatting	6.50
	5412	BCIT	6.50
	5505	Business Law	26.25
COMPUTER EDUCATION	0004	Computer Ed. Grade 6	3.25
	3800	Computer Science A Grade 8	5.50
	3900	Computer Science I	12.00
	3901	Computer Science II	12.00
	3902	Programming	12.00
	3903	Multimedia	12.00
	3904	HTML –Web/JAVA Script	12.00
	3905	AP Computer Science A	15.00
ENGLISH	0001	English Grade 6	10.25
	0101	English Grade 7	10.25
	0201	English Grade 8	10.25
	0621	AP English 12	26.75
	0532	AP English 11	26.75
	0421	English 10 Honors	10.00
FOREIGN LANGUAGE	4302	German I	0
	4402	German II	0
	4502	German III	15.00
	4602	German IV	19.00
	4304	Spanish I	15.00
	4404	Spanish II	16.35
	4504	Spanish III	22.00
	4604	Spanish IV	0
	4704	AP Spanish	0
	4301	French I	15.50
	4401	French II	16.00
	4501	French III	6.00
	4601	French IV	20.50

	4701	AP French	0
	4801	Chinese I	13.00
	4802	Chinese II	13.00
FAMILY & CONSUMER SCIENCE			
	6508	Child Development	16.25
	6506	Independent Living	7.25
	6402	Creative Cooking	28.00
	6502	Food for Fitness	25.80
	6102	Home Ec. Middle School	12.75
	6503	Teen and Adult Roles	6.25
INDUSTRIAL TECHNOLOGY	6510	Architectural Drawing	6.50
	6408	Drafting Communications	6.50
	6507	Engineering Communications	6.50
	6414	Home Repair and Maint. Constr. Outdoors	14.25
	6410	Home Main. Indoor	14.25
	6407	Power Technology	14.75
	6406	Wood Technology	19.00
MATHEMATICS		OGT Calculator Fee to all 6 <sup>th</sup> Graders	10.80
		OGT Calculator Fee to 10 <sup>th</sup> Graders	10.80
READING	0002	Reading Grade 6	15.50
	0102	Reading Grade 7	15.50
	0202	Reading Grade 8	15.50
SCIENCE	2001	Science Grade 6	7.50
	2101	Science Grade 7	7.50
	2201	Science Grade 8	7.50
	2302	Physical Science	15.00
	2303	Science Grade 9 HA	16.00
	2421	Environmental Science	7.00
	2422	Environmental Issues	7.00
	2621	AP Biology	42.00
	2631	AP Chemistry	60.00
	2641	AP Physics	40.00
	2403	General Biology	16.00
	2401	Honors Biology	26.00
	2500	Honors Chemistry	24.00
	2507	General Chemistry	20.00
	2602	Physics	16.00
	2508	OGT Integrated Science III	12.25
	2642	Forensic Science	10.00
	2643	Astronomy	10.00

SOCIAL STUDIES	1001	Social Studies Grade 6	3.75
	1310	Integrated Social Studies HA	18.00
	1305	Integrated Social Studies	18.00
	1623	AP American Government	18.00
MIDDLE SCHOOL HOMEWORK ASSIGNMENT BOOKS		ALL GRADES	3.00
HIGH SCHOOL HANDBOOK		ALL GRADES	3.00
SPECIAL EDUCATION		Middle School (Resource Room Only) CD and Low Incidence	37.50
		High School (Resource Room Only) CD and Low Incidence	37.50
		All other Special Ed students will be charged the standard school fee	

### CAREER TECHNICAL COSTS

#### JUNIOR AUTO COLLISION

Range: \$160.00 -- \$190.00 (11-12 Fee: \$60.00)

\$ 60.00--\$ 90.00 (reference data, supplies, work shirt, safety glasses)

\$100.00--\$280.00 (for tools—preferred not required)

#### SENIOR AUTO COLLISION (11-12 Fee: \$60.00)

Range \$60.00 - \$90.00 (reference data, supplies, work shirt, safety glasses)

#### PRACTICAL NURSING (11-12 Fee: \$209.00)

Range \$170.00 - \$325.00 (kits, labs, handbooks, insurance, NursePac, etc.)

#### JUNIOR WELDING

Range \$240.00 -- \$370.00 (11-12 Fee: \$90.00)

\$ 90.00 -- \$120.00 (supplies, welding jacket, safety glasses)

\$150.00 -- \$250.00 (for tools)

#### SENIOR WELDING (11 – 12 Fee: \$90.00)

Range \$60.00 - \$ 90.00 ( supplies, welding jacket, safety glasses)

#### AUTO SERVICES (11 –12 Fee: \$40.00)

Range \$40.00 - \$60.00 (reference data, supplies, work shirt, safety glasses)

#### PRODUCTION WELDING (11 –12 Fee: \$60.00)

Range \$60.00--\$90.00 (supplies)

#### HOTEL, RESTAURANT & COMMUNITY EMPLOYMENT (11 –12 Fee: \$40.00)

Range: \$40.00 -- \$60.00 (For shirts, sewing supplies, reference materials)

CLERICAL SERVICES (11 –12 Fee: \$37.50)

STUDENT FEE SCHEDULE – ELEMENTARY

2010-11

Kindergarten	26.75
Grade 1	54.00
Grade 2	45.25
Grade 3	52.25
Grade 4	49.75
Grade 5	51.25

Adoption Date: 12/12/11

Board Adoption: 10/11/10

Student Co-curricular Fees  
2011-2012

HIGH SCHOOL

<b>Sport</b>	<b>Regular Fee</b>	<b>Reduced Fee</b>
Baseball \$58.00		\$23.00
Basketball \$58.00		\$23.00
Bowling \$58.00		\$23.00
Cross Country	\$58.00	\$23.00
Football \$84.00		\$33.00
Golf \$58.00		\$23.00
Soccer \$58.00		\$23.00
Softball \$58.00		\$23.00
Swimming \$58.00		\$23.00
Tennis \$58.00		\$23.00
Track \$58.00		\$23.00
Volleyball \$58.00		\$23.00
Wrestling \$58.00		\$23.00

<b>Non-Sport</b>	<b>Regular Fee</b>	<b>Reduced Fee</b>
Cheerleaders \$58.00		\$23.00
Marching Band	\$38.00	\$15.00

MIDDLE SCHOOL

<b>Sport</b>	<b>Regular Fee</b>	<b>Reduced Fee</b>
Basketball \$47.00		\$19.00
Cross Country	\$47.00	\$19.00
Football \$57.00		\$23.00
Tennis \$47.00		\$19.00
Track \$47.00		\$19.00
Volleyball \$47.00		\$19.00
Wrestling \$47.00		\$19.00

<b>Non-Sport</b>	<b>Regular Fee</b>	<b>Reduced Fee</b>
Cheerleaders \$47.00		\$19.00

Adopted: 6/8/09; 6/14/10; 6/13/11.

### Educational Goals

It is the belief and policy of this Board that the learning process must accomplish the goals and objectives listed below in a way that makes learning interesting, relevant, exciting, enjoyable, and useful. The Board believes these goals and objectives can only be accomplished by dedicated teachers and staff who believe in the worth of youth, are committed to the goals and objectives, and are given the encouragement, means, freedom, and guidance to accomplish them.

These are the district's educational goals:

1. To help meet the physical, intellectual, and emotional needs of children and youth, particularly the need to inquire, learn, think, and create.
2. To help students establish aesthetic, moral, and ethical values.
3. To help students relate satisfactorily to others in situations involving their family, work, government, and recreation.
4. To help students master the basic skills of learning, thinking, and problem solving.
5. To teach students to use the various media of self-expression.
6. To instill in students a knowledge of the social and natural sciences.
7. To acquaint students with the American heritage.

In pursuit of these goals, the Board acknowledges that the schools' role is crucial, but supplementary, to the role of the home in promoting the goals, and that other social agencies bear some responsibility for developing the habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

These goals should be pervasive throughout the entire school district, for all levels and subject areas.

Adopted by Board: 3/30/87

### Patriotic Exercises and Ceremonies

The Willoughby-Eastlake City Board of Education believes that the conduct of certain ceremonies and observances held in the schools promotes student appreciation of the national heritage. The Board also believes that reciting the Pledge of Allegiance helps students learn some of the basic principles of our nation and promotes commitment to American ideals.

Therefore, the Board's policy shall be that all students in Kindergarten through twelfth grade shall recite daily the Pledge of Allegiance during the school day, at a time and manner to be specified by the building administrator. The Pledge may also be offered at the beginning of various school assemblies during the year.

The Board recognizes that the beliefs of some persons prohibit participation in the Pledge, and, to the extent this is true, excuses such persons from participation in the Pledge. Furthermore, the district will neither permit nor condone the use of force, threats, or intimidation to coerce or influence any person to engage in the recitation of the Pledge, nor to stand during such recitation.

In addition, the Board encourages all District employees to remain alert to opportunities to instill ethical principles and democratic ideals in all contacts with students.

Adopted by Board: 11/18/02

### Religious Observances

The Willoughby-Eastlake City School Board affirms the position that no religious belief or non-belief should be promoted by the school district, and that none should be disparaged. Rather, the schools should encourage all students and staff to appreciate and be tolerant of each other's religious views. In this spirit of tolerance, students and staff should be excused from participating in practices which are contrary to their religious beliefs unless there are clear and compelling issues of overriding concern to the district that would prevent it, such as refusal to study some basic part of the curriculum or to adhere to rules and regulations deemed essential to good order and discipline in the school.

Further, the Board recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization and of this nation. To provide guidance in the conduct of school activity, the Board adopts the guidelines shown below.

#### I. Observance of Religious Holidays

- A. Holidays throughout the year which have a religious and a secular basis may be observed in the schools.
- B. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- C. Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum or for school-sponsored activities and programs if presented in a prudent manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- D. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.
- E. The District's calendar should be arranged to the extent feasible so as to minimize conflicts with religious holidays of all faiths.

#### II. Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be

incomplete. It is essential that the teaching about--not of--religion be conducted in a factual, objective, and respectful manner.

- A. Religious literature and history, music, drama, and the arts may be included in the curriculum and in school activities provided they intrinsic to the learning experience in the various fields of study, and provided they are presented objectively.
- B. The emphasis on religious themes in literature, history, music, drama and the arts may be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster a particular religious tenet or demean any religious beliefs.
- C. Student-initiated expressions and responses to questions or assignments which reflect their beliefs or non-beliefs about religion or religious themes shall be accommodated. Under no circumstances, however, should the schools take upon themselves the task of inculcating religion.

### III. School Ceremonies

Traditions are a cherished part of every community and the Board declares its intent to maintain those traditions which have had significance to all communities in the District.

- A. Any school ceremony which involves an activity based in religion should reflect the religious pluralism of the community.
- B. Traditions such as invocation and benediction, inherent in commencement ceremonies, should be honored in the spirit of accommodation and good taste.
- C. Any baccalaureate service, traditionally religious in nature, may be sponsored only by non-school agencies.

Adopted by Board: 4/23/90

Curriculum and Instruction

Because education is a lifelong process, the educational program in this district is to provide both formal studies to meet the general academic needs of students, and opportunities for students to develop individual talents and interests that will help them progress in vocational, business, and other specialized fields. In our schools, an atmosphere will prevail in which healthy intellectual, emotional, and physical growth is fostered, ability is recognized and excellence encouraged, and in which a productive life is held before students as a model desirable to emulate.

The district's instructional programs will be developed so that each student, in his/her progression through the various grades of our schools, will receive a balanced, varied, and sequentially organized education that will serve his/her educational needs and prepare him/her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

The Board endorses the concept that a good basic education is the heart of preparation for any career or life goal. The Board believes that a prime objective of our schools should be to provide each student with the basic communication skills of reading, writing, and basic mathematics, for no citizen can function adequately without these skills.

The Board relies on the professional employees of the district to design, implement, and evaluate instructional programs and courses of study that will forward the educational goals of the district. Adjustments, modifications, and changes in such programs and courses as are found advantageous in effectively meeting the needs of students and expectations of the communities served shall be recommended to the Board for adoption from time to time by the Superintendent. The procedure for evaluation of the educational program of the district shall ensure that evaluations occur in accordance with state minimum standards, use professionally recognized criteria, involve the teaching staff, and provide for at least a five-year cycle in review of adopted courses of study. As part of the district's educational program, periodic evaluations of staffing, instructional materials and equipment, facilities, pupil health and safety procedures, cumulative records, pupil admission, placement, and withdrawal, attendance and conduct, guidance services, activity programs, and community relations programs and ongoing curriculum study and revision, since the Board expects the administration and faculty to be constantly alert to changing conditions that may require changes in curriculum. The Superintendent shall from time to time establish such curriculum study and textbook review committees as may, in his/her judgment, be needed, and solicit the views of parents and students for the work of such committees.

### Computer Technology

It should be the intent of this Board and its administration to pursue the acquisition and use of advances in technology whenever such is likely to result in improved instructional and administrative performance, whether in greater efficiency, accuracy, speed, or quality of work, and whether at the classroom, building, or central office levels.

When considering the use of technology for instructional purposes, it is the philosophy of this district that technology is not to be considered a replacement for the current instructional goals, objectives, procedures, and personnel. Instead, machinery and software programs are intended to supplement existing instructional systems. Technology serves dual purposes. The first part is to teach about computers themselves; how they are constructed, how they operate, how to access them, what their capabilities are, and how they impact society and personal lives. The second part is to use the technology for teaching subject-related skills of all types, where such use is appropriate. To the extent feasible, the teaching of skills necessary to use new technologies should be integrated into existing curriculum, particularly at the elementary grades, although it is understood that the emphasis placed on each purpose changes as students progress through the grades. At the elementary level, basis skills needed to access the computer (such as keyboarding and knowledge of basic terminology) should be taught, but the major emphasis should be on use of the machinery for instruction in subject-related skills. As the student progresses, increased attention ought to be paid to the technology itself, particularly in specialized courses in computer science. Understanding that the computer is primarily a tool for learning other skills, however, should remain paramount in the use of technology in this district.

A multi-year strategic plan for technology use for instruction and administration shall be developed, for implementation beginning in the 1994-95 school year. That plan ultimately should contain a vision statement for technology applications in the district, a phase-in of equipment and software purchases for at least a three-year period, a district and building structure for making decisions relative to hardware and software purchases, and a timeline or schedule for implementing the various parts of the plan.

There should be a district-wide technology advisory group, consisting of representatives from teachers and administrators of the district, along with students, a representative from the Computer Services Division, and such parents and/or business representatives as the Superintendent may appoint.

This advisory group shall have these functions:

1. Advise in the formulation and periodic revision of strategic plans for the use of technology in instruction and administration in the District. Such plans

shall include procedures for an annual evaluation of the impact of technology on student learning in the District.

2. Keep aware, through reading and group discussion, of emerging trends in technology which are likely to impact on instruction and administration.
3. Disseminate among the staff evaluative information about new technology, including, but not limited to, hardware and software, from external sources, from first-hand evaluations, and from information supplied by individual teachers or building level technology committees. For a recommendation for purchase of software to be accepted, the area of the curriculum supported by the software must be identified prior to purchase, and an appropriate draft of pages, if any, for insertion into curriculum guides prepared. Other criteria for evaluation of software shall include, but not be limited to, the following:
  - a. High correlation of software to existing or anticipated curriculum;
  - b. Reasonable likelihood the software will actually be used in instruction;
  - c. has actually been in trial use in classrooms or can be obtained for trial use;
  - d. If not racially or otherwise biased;
  - e. Has positive reviews by independent evaluators;
  - f. Is appropriate for use with a wide range of students;
  - g. Does not duplicate existing software;
  - h. Is usable for multiple subjects, grades, and staff members;
  - i. Is available in a format compatible with existing district technology, support capabilities, and staff expertise;
  - j. Encourages active learning, reinforces concepts, contains accurate content, and promotes transfer of learning to other subjects;
  - k. has been developed with input from educators;
  - l. Provides appropriate teacher training and support materials for the teacher to integrate the program into the curriculum;
  - m. Reflects what is known about the principles of learning.
4. Assist in identifying staff training needs and developing such training materials as may be needed by staff for proper use of existing technology and new technology as it is introduced into the District.
5. Assist in the preparation of guidelines for the purchase of hardware and software, to be used by individual school staff members, principals, and school-related groups such as PTA's for the purpose of avoiding duplication of purchases and/or the purchase of hardware and software not compatible with the District's or building's existing technology, or the district's or school's ability to provide support and training necessary for proper use of the technology. The intent of this provision is to promote the standardization of equipment and programs; no building shall purchase computers and/or software with district funds without first submitting to the appropriate director

of instruction a statement of how the proposed purchase meets the district guidelines. Advisories (similar in content to guidelines) shall also be made available to parents interested in purchasing hardware and software for home use by students, so that parents will know the types of materials being used by the schools.

6. Review, or receive reviews of, curriculum guides and courses of study and make recommendations, to ensure the appropriate use of technology to promote student learning across all the district's curriculum.
7. Make recommendations relative to use of technology in classroom management such as student performance on learning objectives, test construction, absenteeism, portfolio management, etc.
8. Generally monitor the acquisition and use of technology throughout the district to ensure that it is being used appropriately, for the purpose(s) for which it is intended, in accord with the philosophy statement set forth in the beginning of this policy.

Adopted by Board: 12/19/94

Academic Freedom and Controversial Issues

Academic freedom, i.e., the right of qualified scholars in their own field of expertise to pursue the search for truth, and to make known, through publication and teaching, their methods and findings, is to be recognized as a desirable and necessary condition for the successful practice of the academic profession in a free society. In the exercise of such freedom, it is expected that district teachers will take into account the level of maturity of their students at different grade levels, their fundamental belief structures, and the scope and sequence of Board adopted curriculum guides.

While the Board intends to protect teachers from censorship that interferes with their obligation to pursue and to teach truth in fulfilling their classroom duties, it also expects that controversial issues will be presented in a fair, objective, and unbiased manner. This Board recognizes the following rights of students in dealing with controversial issues:

1. The right to study any issue that has political, economic, or social significance and concern;
2. The right in such study to have free access to all relevant information;
3. The right to study under competent instruction in an atmosphere free from bias;
4. The right to form and express his/her own opinion on such issues without thereby jeopardizing his relations with his teachers or the school.

Adopted by Board: 1/23/89

### Textbooks

The Board of Education believes that a basic textbook should be made available to each student in each course taken as part of the regular educational curriculum offered by this District, and that such textbooks should be purchased in sufficient quantities as to preclude the necessity for sharing of textbooks among students.

The Superintendent shall appoint such textbook review and adoption teams as may be needed to ensure that textbooks:

1. Are in adequate physical condition to permit continued use;
2. In each field, subject or part of the curricular program are reviewed at least once every five years;
3. Have content which, in the judgment of the review teams, is sufficiently up-to-date to reflect and support graded courses of study;
4. Have an interest, content, and readability level appropriate for the students who will use them;
5. Indicate clearly, through non-stereotyped illustrations and content that our nation is a multi-ethnic, multi-racial nation of both men and women;
6. Reflect an understanding of the diversity of religious faiths in America;
7. Encourage respect for personal differences and the worth of the individual.

The Superintendent is authorized to establish criteria for the selection of textbooks and to promulgate other Administrative Regulations for the purchase of textbooks, for storing, distributing, replacing and repairing textbooks and disposing of obsolete or irreparable books.

In determining the need for textbooks, first priority shall be given to those situations where there are no textbooks at all. Second priority shall be given to those cases in which there are only classroom sets. Last priority shall be given to those cases in which the content and/or physical condition of existing texts is such that new texts should be obtained.

The Superintendent shall submit to the Board annually a report on the status of textbooks in the district, including a statement of the adequacy of the number of textbooks and their general condition, and a listing, in priority order, of new or replacement texts needed.

### Instructional Materials and Supplies

It is the position of this Board of Education that the educational program of the district is enhanced by the provision of adequate and appropriate curriculum materials, instructional supplies, and supplemental and regular instructional materials both in the classrooms and in media centers and libraries. Such materials and supplies shall be distributed among the various schools of the district on an equitable basis.

Library/instructional media center materials shall be selected in consultation with faculty, either through standing or ad hoc committees or by obtaining requests and recommendations for materials from departments, grade levels, or individual teachers. In the process of selecting such materials, written criteria must be used to evaluate the need for, and quality of, the materials. In general, materials to be included in the district's collections must:

1. address one or more of the objectives specified in one or more courses of study, and be consistent with the district's educational philosophy;
2. address learner needs common to most students, as well as provide for individual variations in developmental ability, learning styles, skills and interests, to the extent feasible, and be appropriate for the ages and grade levels for which they are intended to be used;
3. neither espouse nor reflect bias against persons based on sex, race, ethnicity, age, or handicapping conditions;
4. be authoritative and up to date in the areas(s) they purport to cover; and objective, valid, reliable, and complete in treatment, to the extent that there is sufficient depth and breadth of coverage of the subject;
5. be of good physical quality and high durability, and have value commensurate with price;
6. present a reasonable balance of opposing sides where controversial issues are discussed;
7. be selected with due regard for the content of current materials in the collection, to avoid duplication of existing items unknowingly;
8. as appropriate for their purposes, be evaluated for teaching applicability, i.e., they shall:
  - a. include complete and appropriate bibliographic information;
  - b. include information on instructional, interest, reading, and vocabulary level;
  - c. clearly designate the topical or subject areas included;
  - d. set forth the author/producer's relevant expertise;
  - e. as appropriate to the nature and purpose of the material, provide for assessment, evaluation, and corrective feedback of student entry skills, progress, and exit skills;

- f. be compatible with and directly related to the goals/objectives of the total curriculum; and of the specific subject, course of study, and grade level to be taught using the material, as well as any state standards which ~~may~~ exist for the subject;
- g. be consonant with the needs, preferences, skills, and priorities of subject area teachers.

Gift materials or donations for use in library/instructional media centers shall meet the same acceptance/rejection criteria as similar materials which would be purchased by the district; any instructional materials brought into the classroom at the option of individual teachers, including software, must also meet the criteria shown above. A presumption of suitability of such material for instruction shall be held by administrators, absent reasonable cause to believe otherwise, in which case, a district or building administrator shall require that the material be reviewed by an administrator. Alternatively, such materials may be reviewed by the appropriate department head and/or other teachers of the subject/ grade level, selected by the administrator. Any objection(s) by one or more of these reviewers to such material shall cause the material to be rejected from use in the classroom until recommended modifications are made. Objections, along with reasons there for, and suggested recommendations for changes in the materials, should be given to the teacher in writing within a reasonable time period. The reviewer(s) and the teacher who proposes to use the materials should keep a record of the review results. All copyright laws must be observed in the case of copied material, whether print, visual, or oral. Maintaining the security of personal instructional material of teachers brought into the classroom for teaching purposes is strictly the responsibility of the teacher who owns the material. Teacher-created instructional materials, the content of which is not immediately obvious on the surface, are to be labeled with a title which describes the nature and content of the material, along with the date of its creation. Replacement of items shall follow the same procedures and criteria as new items.

Regardless of the care taken to select quality materials, occasional objections by members of the public to particular instructional materials can be expected. Persons who desire to examine materials, including textbooks, may request and shall receive from a building principal, an opportunity to review materials, provided that the review is conducted in such a way that it does not disrupt the normal operation of the school program. The materials requested for review may not be removed from the building; duplication of materials for purposes of review shall not be the obligation of the district. Criticism of or objection to any materials, the intent of which is to censor or remove any materials, shall be made in writing on forms prescribed in Regulations pursuant to this policy. The form shall be submitted to the head of the library/media center in which the material is located, or to the building principal, which person shall submit a copy thereof to the Superintendent. The Superintendent or his/her designee shall appoint a committee of teachers, librarians, students, and parents (none of whom shall have been involved in the selection of the materials), which group shall 1) review the material in its entirety; 2) check acceptance of the material in published reviews; 3) solicit

views from the staff, students, and other parents; 4) corroborate that the material was selected in accordance with appropriate criteria (or, in the case of old materials, meets criteria used for selection of similar, newer materials); and 5) issue a report and recommendations to the Superintendent, including such forms as may be prescribed in Regulations. The Superintendent shall decide upon any necessary course of action. Pending the Superintendent's decision, the materials in question shall remain available for distribution and used as originally intended.

The Superintendent shall have the right to reject without further consideration any request for another review of the same material by the same group, or by a different group for the same reasons, when such request is received within twelve months of the first request.

This policy shall be included in teacher handbooks and shall be included on an administrator-faculty meeting agenda for discussion at the beginning of each school year.

Adopted by Board: 11/24/86

Revised: 1/12/09

Copyright CompliancePolicy on Copyright Law and Compliance - P.L. 94-553

The 1976 Federal copyright law which became effective January 1, 1978, makes it illegal to duplicate copyrighted materials without permission of the holder of the copyright, except for certain exempt purposes. Penalties are provided for unauthorized copying or using printed materials or audiovisual materials, unless the copying or using conforms to the "Fair Use" doctrine.

Willoughby-Eastlake encourages its staff to enrich the learning programs by making proper use of supplementary materials. However, it is the responsibility of Willoughby-Eastlake School District personnel to follow the district's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for employees of the district to violate copyright requirements in order to perform their duties properly. Therefore, the Willoughby-Eastlake City School District cannot be responsible for any violations of the copyright law by its employees.

COPYRIGHT POLICY

Post copyright notice on all copying equipment:

## NOTICE:

THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE  
MAKING OF COPIES OF COPYRIGHTED MATERIALS. THE PERSON  
USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Adopted by Board: 10/8/79

### Homework

It is the position of this Board of Education that there is a direct and positive relationship between the amount of time a student devotes to coursework and his/her academic achievement, and that appropriate homework is an integral part of such coursework. Properly used, homework also helps families help students learn, keeps parents informed about both the schools' curriculum and their children's progress, and communicates to the parents information about district expectations of student performance. For students, homework reinforces learning which occurs during school and promotes self-discipline and time management skills.

It shall be the policy of this district that homework assignments are not to be given simply as a matter of general principle, but:

- A. Are useful and necessary instructional tools which should be planned with the same care as any other instruction;
- B. Must have a direct relationship to instructional objectives;
- C. Should be appropriate to both the ability level and interest of the students;
- D. Should be sufficiently explained to students that they understand what is to be done, why, and how;
- E. Should be given with specific due dates;
- F. Shall be given according to instructional/learning needs, not as punishment;
- G. Specifically set forth any limitations on the assignments, e.g., use of typewriter, calculators, or computers.
- H. Should not require an unusual expenditure of money by students or parents to complete the assignment, i.e., beyond what is normally used for school work, such as pens, pencils, paper, etc.

At the beginning of each year, each teacher shall prepare and give to each student in his/her class a description of the teacher's homework policies and practices, as well as other course and class expectations. A copy shall also be delivered to the parent for the parent's signature and return to school. The building principal shall be responsible for approving all such descriptions. Such descriptions should contain at least the following elements:

- A. Procedures the teacher will use for recording receipt of homework assignments and issuing grades, points, or other indications of quality therefore;
- B. The teacher's policy on assignment of homework over extended holiday or vacation periods;
- C. Probable frequency of assignments and/or time expectations and due dates for homework;
- D. Suggested procedures for parents to assist the student with completion of homework assignments.

At the middle school level, students shall also maintain homework assignment notebooks, in which assignments shall be written by the student for review by the student's parents.

The Superintendent of the district is hereby charged to develop brochures or other materials or programs for training parents to help students in the acquisition of good study habits/skills and homework practices and to study the feasibility of providing a homework assistance hotline for use by students and parents.

Adopted by Board: 7/14/86

Adopted by Board: 7/14/86

## Student Trips/Travel

### I. Types of Trips/Travel:

#### A. School-approved :

With the exception of athletic events and practices, specific procedures must be followed in advance of a trip for it to be considered school-approved. It is specifically noted that neither the source of funding nor the time period during which the trip occurs determines whether a trip is to be considered school-approved; it is possible for the expenses of a trip to be paid for by a school or non-school related group, or for the trip to occur during a school recess or weekend, and the trip still be deemed school-approved.

##### 1. Athletic :

Only overnight, out-of-state athletic trips must be approved in accord with procedures specified below, under section III, a.

##### 2. Instructional :

Student trips should be of an educational nature, be considered as a method of instruction, pertain to a specific element of the school's curriculum, and be integrated into the curriculum. Prior to such trips, students should be made aware of the educational purposes of the trip and specific learning objectives should be identified.

When 1) a trip is represented by a teacher to carry either credit for attendance or penalty for non-attendance; and/or 2) taking a trip is either implicitly or explicitly represented by a district employee, orally or in writing, to be sponsored, approved, recommended, or required as part of the student's educational program, the approval procedures must be followed. In the event the trip is not approved, any and all arrangements already made for the trip must be cancelled.

##### 3. Activity :

These are trips conducted pursuant to extracurricular programs other than athletics, and are subject to approval procedures listed subsequently in this policy.

##### 4. Miscellaneous:

Provided it is not contradictory to this policy, the Superintendent may determine to treat any specific trip or travel as school approved, and determine approval procedures and transportation rules which shall apply to the travel. (Student travel involved in a job training program, when such travel is daily or nearly daily over an extended period of time, for example, is not a field trip.)

#### B. Non-approved :

Any trip or travel which does not follow the procedures outlined in this policy for inclusion in one of the categories shown above shall be considered non-approved. Neither district employees nor school-related or outside groups, public or private, shall represent to students or parents that any trip is sanctioned by the school or is school approved if the procedures above have not been followed. Such travel is not sponsored

by the board of education and shall not be construed to be school related. There shall be no solicitation or fund raising through the school for non approved travel or trips. Any literature or other information distributed by any group or individual to students or parents, relative to a trip which has not been approved by these procedures, shall contain a disclaimer to the effect that said trip is not sponsored by the school or the district, and that the district takes no responsibility for the welfare of students who choose to take said trip. The distribution of such literature or the promotion of such a trip by any person shall first be approved an appropriate central office administrator. No recruitment of student participants in such trips shall be conducted in such a way as to disrupt the educational process or to interrupt the normal operating routine of the school. School employees while acting in their capacity as employees shall not actively participate in the planning of non approved trips. No non-approved trip may be taken by students during the regular school day.

It shall be made clear to parents, guardians, and all others concerned that the board of education does not sponsor nor assume any liability for such travel.

## II. Carrier/Vehicles:

1. Board-owned or -leased vehicles shall be used for approved student travel to the extent district finances permit.
2. No Board-owned or leased vehicles shall be used for non-approved travel.
3. No approval will be granted for a field trip with Board vehicles if the trip:
  - a. involves a fee or charge to participating students for the transportation;
  - b. interferes with the regularly scheduled transportation of students to and from school.
4. District-owned and -operated vehicles shall not be used when the trip exceeds the limit of state law, and provisions of collective bargaining agreements shall not apply to such trip.
5. When a private vehicle is to be used for transportation of any student(s), (including district employee-owned vehicle), the driver of such vehicle shall provide evidence of appropriate liability insurance coverage, (including a minimum of \$100,000/300,000 bodily injury) in advance of the trip.
6. For any board-approved trip of any kind using commercial or common carriers obtained through a travel agent or through any non-board related organization sponsoring an event or activity, a certificate of liability insurance in a minimum determined by state law, or in the amount of \$5,000,000 for out-of-state trips, must be provided to the district, designating the Willoughby-Eastlake Board of Education as an additional insured party.
7. Vehicles owned and/or operated by a student may be used to transport himself/herself (but not any other student) on approved travel only when the trip does not exceed thirty miles' distance from the school, and provided the student owner or driver delivers to the building principal the following information no more than one week and no less than forty-eight (48) hours prior to the scheduled departure time:

- a. satisfactory evidence of a current liability policy as required by state law; and which policy meets the minimum requirements as set forth in Section II.5, above; and
  - b. evidence that the student cannot go on the field trip via district vehicles by reason of hours of the student's employment or a medical appointment which cannot be changed; and
  - c. a signed parent permission slip which specifically indicates that the student has parental permission to drive.
8. A student in a vocational program may transport himself/herself only to and from job training sites in his/her own vehicle, provided:
  - a. the student has signed parental permission forms which expressly state that 1) the student is to drive; and 2) that the student has the required insurance;
  - b. the Superintendent determines that use of Board vehicles is not feasible.
9. An athletic team member may use his/her own vehicle for transit to athletic practice sites under the same conditions as in item 7, above.
10. Any student transported to an approved event by a Board-owned vehicle must also return by such vehicle, unless other arrangements are made between the student's parents/guardian and the building principal at least twenty-four hours before the student leaves for the trip. The building principal shall have the right to refuse any such requests. No such arrangement may be made between the student and faculty sponsor, advisor, or coach without the principal's agreement. However, in the event that a student is taken ill during the trip or at the event site, a school official, coach, faculty member or other district employee, or the parents/guardians, if present, may transport the student home. Alternatively, the coach, school official, or faculty member in charge of the event or trip may call the home school for a driver to pick up the student for the trip home, or may call the parent.
11. Faculty or staff may transport nine or less students via Board-owned van with approval by the building principal, provided the driver has an Ohio school van driver's certificate. Faculty members' private cars may also be used, only on an incidental basis.
12. Any group of citizens, or a school-related organization, may choose to sponsor use of vehicles not owned by the Board for school-approved field trips provided that, in the event the provisions of a collective bargaining agreement apply to the trip, said group or organization shall make prior arrangements to handle the cost implications of such provisions. No student who attends such an event as a member of a student organization may make use of such vehicles until a plan for such arrangements has been presented to and approved by the Superintendent. The district Code of Conduct shall apply to students and non-students making use of such vehicles.

### III. Approval Procedures for Day and Evening Trips, In or Out of District:

#### A. Athletic:

For trips within the state, no prior approval is needed. FOR overnight out-of-state athletic trips, a school's athletic director must submit a written request, on a form prescribed in regulations. When known in sufficient time for the board to approve, the superintendent shall submit the request to the board for approval prior to the trip; when insufficient time exists, the form shall be submitted to the superintendent for approval, and notice of the trip's approval shall be submitted to the board.

For any overnight trip, in or out of state, there must be at least one adult coach, assistant coach, or chaperone, of the same gender as the mix of team members, i.e., for co-ed teams, there must be one male and one female adult; for all girls teams there must be one female adult; for all boys, there must be at least one male adult.

Out of state athletic trips for training camps, practices, or competitions may be made only during periods school is not in session, such as during winter, spring, or summer breaks. Other than the cost of such district-provided transportation as the superintendent may approve in each case, such trips must not incur costs to district funds. Preference is to be given to in-state sites for camps and practices, unless specific reasons are given that such sites do not meet the particular facility or training needs of the team, and such reasons are deemed acceptable by the superintendent.

#### B. Instructional and Activity (field trips):

1. A request to conduct a field trip must be made in writing (on such forms as may be prescribed by regulations) by a faculty member to the appropriate building principal or supervisor. Each request must:
  - a. describe the program value or purpose of the trip;
  - b. explain the provisions for safeguarding and supervising students during the trip;
  - c. provide assurance that appropriate related activities precede and follow each trip;
  - d. for trips related to the instructional program, provide that appropriate educational experiences and proper supervision are available for those students who for some reason cannot make the trip; and
  - e. indicate the mode of transportation to be used, and, as appropriate, the source of funding for the trip.
2. The building principal/supervisor may approve or disapprove each request, or may require further information before granting approval.
3. After approval by the building principal, the trip request must also be reviewed and approved/disapproved by the Superintendent or designee.
4. In all cases, parental permission slips must be obtained from a student before that student may leave on the trip.

#### IV. Approval Procedures for All Overnight and/or Out of State Non-athletic Trips

- A. All non-athletic related field trips which are of such duration that students must remain overnight, and all trips to destinations out of state, must first be approved through these steps:
  1. A faculty member must submit a written request (on a form provided for in Regulations) for the trip to the appropriate principal or supervisor. Each request must:
    - a. Describe the educational purposes/value of the trip to the students who will be involved;
    - b. Set forth the number of chaperones who will accompany the students, and give a description of their responsibilities;
    - c. Describe the nature and limits of the insurance coverage(s) which will be provide;
    - d. Details about the itinerary, including departure and return times and dates, places/sites to be visited, method of transportation, lodging and accommodations, and name and address of travel agency or carrier, all as applicable;
    - e. Describe the emergency medical procedures and facilities available for illnesses and accidents; and
    - f. Provide details on costs and an explanation of the means of financing the trip.
  2. The principal/supervisor shall approve or disapprove the trip. If the trip is not approved, reasons should be given to the faculty member. If the trip is approved by the principal, it must then be reviewed and approved/disapproved by an appropriate central office administrator.
  3. After approval by the central office, it shall be forwarded to the Superintendent, who may or may not choose to place a recommendation before the Board that the trip be approved.
- B. All such field trips shall be limited further in these ways:
  1. Such trips shall not, unless a waiver is granted by the Board of Education, be taken on days school is in session;
  2. The district Code of Conduct shall remain in effect during the trip, as though the students were in school;
  3. Student participation shall be voluntary and signed parental release forms shall be obtained;
  4. Requests for such trips shall be submitted to the Superintendent no less than 45 days prior to the date of the trip, unless the Superintendent shall waive this requirement;
  5. The student group shall not unduly burden the community with extraordinary fund raising efforts to finance the trip.

## V. Obligations of advisors and travel agencies

- A. Teachers or other district employees who, in their capacity as employees of the district, arrange for student trips, and/or those who accompany students as chaperones, are not considered by this district to be travel agents or tour promoters. The general public may not be invited or permitted to become part of such trips, by accompanying students on transportation provided by the district. Parents of students on such trips may, however, be selected as chaperones, whose task is to accompany and assist district employees in supervision of students during the trip, as necessity requires.

District employees should not engage in arranging for the transport or housing of parents or the public during school trips, nor supervising parent/public behavior during such times. School-related organizations which promote or arrange for parent/public travel to school events are solely responsible for such arrangements and for any liability which may accrue therefrom.

- B. Teachers who make arrangements with travel agents or tour promoters for student trips have the obligation to ensure documentary evidence is obtained which certifies the agent or promoter meets all legal requirements provided in section 1333.96 and 1333.99, in that they are licensed, bonded, registered, and insured.
- C. Teachers may not receive payments, salaries, commissions, gifts, or other forms of compensation, by any agent, promoter, carrier, or other party other than remission of expenses directly associated with or incurred by reason of their accompaniment of students as an advisor or chaperone on a trip.

## VI. Ethics of supervision

Board employees supervising students on any trip are expected to exercise the same discretion and ethical behavior exercised in their practice as teachers. They should not engage in activities which would be regarded as a violation of the student code of conduct if engaged in by a student. Chaperones, likewise, are expected to follow the same standards of behavior.

Adopted by Board: 2/10/03; rev. 10/13/08

Willoughby-Eastlake Board of Education Activity Fund Policies

The Willoughby-Eastlake Board of Education recognizes the need for various groups and activities to generate and expend funds in the course of the operation of the group or activities.

The Willoughby-Eastlake Board of Education delegates the responsibility for the development and control of activity programs to the Superintendent of Schools and the establishment and function of the activity funds to the Treasurer, those responsibilities to be exercised in accordance with the Ohio Revised Code, the procedures established by the Auditor of the State of Ohio, and the general policies for Funds 200 and 300 listed below.

The Board of Education directs the Superintendent of Schools and the Treasurer to develop and disseminate activity fund guidelines incorporating requirements of the appropriate sections of Ohio Revised Code and the directives of the Auditor of the State of Ohio. The Superintendent of Schools and the Treasurer shall review the activity fund guidelines annually and revise, as necessary, to keep them in compliance with current directives.

Fund 200

(Those student activity programs which have student participation in the activity and students involved in the management.)

Projects for the raising of student activity money shall in general contribute to the educational experience of pupils and shall not conflict, but add to the instructional program.

Student participation is an important factor in the democratic management of money raised by the student body and expended for its benefit. Expenditures must be approved by the appropriate student activity group.

Student activity money shall, insofar as possible, be expended in such a way as to benefit those pupils currently in school who have contributed to the accumulation of such money.

Money derived from the student body as a whole shall be so expended as to benefit the student body as a whole, and not for the benefit of a special group.

The Willoughby-Eastlake Board of Education will authorize, by resolution, those programs it wishes to be operational, upon the recommendation of the Superintendent of Schools.

Fund 300

The Willoughby-Eastlake City School District High School athletic program (including band, cheerleaders and flag corps) must follow operational guidelines which contribute to the development of good sportsmanship on the part of the athletic participants; the band, cheerleaders and flag corps; members of the general student body; the faculty and residents of the community.

The Willoughby-Eastlake Board of Education will authorize, by resolution, those programs it wishes to be operational, upon the recommendation of the Superintendent of Schools.

Adopted by Board: 8/8/83

Evaluation of Instructional Program

The Board of Education authorizes the Superintendent or his designees to continuously evaluate the educational program and implement such pilot, experimental, or research projects as may be needed, ensuring that all programs meet statutory requirements. The Superintendent shall inform the Board of the existence of such programs as are from time-to-time established.

The Superintendent shall report from time to time on the degree to which the instructional program and curricular objectives are being met, by providing information to the Board on the results of standardized testing efforts, community and staff surveys, employment of graduates, the number of students being admitted to colleges and universities; and presenting to the Board for its adoption new or revised courses of study and recommendations for new textbooks and other instructional program changes.

Adopted by Board: 8/25/86

### Testing Program

A comprehensive testing plan which provides information about student performance is vital to evaluating the effectiveness of the district-wide instructional program. A quality testing plan should include nationally standardized achievement and ability tests, as well as teacher-written tests which are based upon the student outcomes as defined by the board-approved courses of study, and should ensure that student test results are communicated to parents on a systematic basis.

In accordance with this policy, the Superintendent is responsible for developing a multi-year plan for a comprehensive testing system in the District. Such a plan shall address at least these components:

1. Specific uses of results from standardized tests.
2. Time of year and frequency of administration of standardized tests.
3. Staff involvement in selecting tests to be administered.
4. Provision for comparing achievement scores with ability scores.
5. Provision for annual inservice for teachers and administrators in test content and use of test results.
6. Communication of standardized achievement test results to parents of individual students.
7. Communication of building and system average scores to the Board of Education.
8. Grade levels in which standardized tests shall be administered.
9. Provision for inservice of teachers in improving construction of teacher-written classroom/subject tests.
10. Provision for annual evaluation of the total testing program.
11. Provision for meeting or exceeding State minimum standards for competency testing.
12. Congruence between classroom tests and student outcomes listed in adopted courses of study.

13. Provision for approving such additional or group tests as may be needed for specific information/guidance purposes.
14. Provision for phasing in use of test results for retention, promotion, and graduation, based on student outcomes listed in adopted courses of study.

Adopted by Board: 3/12/84

### Special Needs Students' Participation in State Testing Program

Special needs students, as defined in rule 3301-51-01 of the Operating Standards for Ohio's Schools, are to be included in state and district-wide assessment programs, with such appropriate accommodations and modifications in administration as may be necessary for individual students. Each IEP shall include a statement of any individual modifications that may be needed for the child to participate in the administration of state or district-wide assessments of student achievement.

An alternate assessment for any student with disabilities may also be given; in which case, the IEP shall set forth an alternate assessment procedure. If the IEP team determines that a child will not participate in a particular state or district-wide assessment of student achievement, or any part thereof, they shall include on the IEP a statement of the reason(s) that assessment is not appropriate for the child, as well as a description of how the child will be assessed. As determined by the student's IEP, certain students may be excused from the "high stakes" impact of passing state and district-wide testing, such as promotion or graduation.

Adopted by Board: 3/15/04

Independent Study

Under Rule 3301-35-02 (c) of the Ohio Minimum Standards for Elementary and Secondary Schools, the Board of Education recognizes that it can provide educational options to meet students' specialized needs or interests. It is the intent of the Board that independent study programs be offered to provide an opportunity for students to pursue an indepth study of topics and/or subject areas which go beyond the requirements of the regular curriculum. Independent study may include taking an approved course at a community college or university. Regulations to implement this intention shall be developed. Such regulations shall contain procedures for student enrollment in independent study, rules for assignment of units of credit, and provisions to ensure that independent study is of highest quality. Regulations pursuant to this policy, and future alterations therein, shall be presented to the Board for approval prior to implementation.

Adopted by Board: 6/25/84

Accelerated Courses and Grade Level Placement

To the maximum extent feasible, the individual needs, interests, and abilities of students should be factors which determine the educational program of each student. Acceleration from one grade level to another and/or from one course to another is a desirable option for certain students in this district, for such acceleration may best meet the needs of particular students and provide an opportunity for early graduation or advanced courses at the college level. It is the intent of the Board to provide for accelerated grade and course placement, as well as graduation, at such time as state and district graduation requirements are fully met, and Regulations to this effect shall be developed. Such Regulations shall contain specific criteria for student placement, and procedures for selecting students for acceleration, and shall be within the permissible bounds of State Standards. Regulations pursuant to this policy, and future alterations therein, shall be presented to the Board for approval prior to implementation.

Adopted by Board: 6/25/84

Revised: 8/14/06

## Home Instruction, Home Education, and Partial Enrollment

### Home Instruction

Any child of school age living within the Willoughby-Eastlake School District is eligible for consideration for home instruction if he/she cannot attend public school because of a physical handicap. ("Physical" is broadly defined and includes prolonged illness and convalescence.)

Students in the Willoughby-Eastlake Schools will become eligible for home instruction if they are expected to be absent for twenty (20) days or more. The school nurse will be responsible for confirming the anticipated number of days of absence with the student's family physician.

### Home Education

Students may be excused from attendance in the public schools for the purpose of home education, as set forth in ORC 3321.04 and OAC 3301-34, and in accord with all the provisions and requirements thereof.

Neither home education students nor persons enrolled in schools, public or nonpublic, outside the district's schools, shall be considered as enrolled students of the district for any purpose whatsoever. Neither grades nor unit credits shall be issued to such students, nor shall such students be enrolled in any district classes, nor participate in extra- or co- curricular activities. The district shall not be obligated to provide any information or support to such students which may be provided to regularly enrolled students, except as may be expressly required by law.

Although the district is not obligated to provide the same information to home education students as it provides to enrolled students, home education students may participate in post-secondary option programs.

Home education coursework completed during a student's period of expulsion from this or any other Ohio public school district shall not be entitled to academic credit.

Home education students who desire to re-enroll in the district shall have their previous work/learning evaluated and credit may be granted for placement in grade level and/or credit toward graduation. The Superintendent shall establish procedures for this process.

Adopted by Board: 10/6/69

Revised: 10/6/71; 8/13/79; 10/29/84; 1/10/00; 1/8/01

## MENTORSHIP PROGRAM

It is the intent of the Board that the Mentorship Program as an educational option represent a form of individualized study that would permit students to pursue specific curricular areas in depth and beyond the scope of the courses of study offered by the school. A mentorship program is based on the recognition that students may benefit from individual study with a mentor within a particular tradition, discipline, profession, or craft. Regulations to implement this intention shall be developed. Such regulations shall contain procedures for student enrollment in the Mentorship Program, rules for assignment of units of credit, and procedures to ensure that the Mentorship Program is consistent with the goals of the school district. Regulations pursuant to this policy, and future alterations therein, shall be presented to the Board prior to implementation.

The Superintendent shall report regularly to the Board information regarding the nature of the mentorship program established or approved for students.

Adopted by Board: 10/29/84

## Special Education Programs

As an expression of the commitment of the Board of the Willoughby-Eastlake City Schools Board of Education to provide a free appropriate public education (FAPE) for children with disabilities, in accord with State and federal laws, rules, and regulations, the following policy shall apply in this District.

### **I. CHILD IDENTIFICATION**

Ongoing efforts will be made to identify, locate, and evaluate children below 22 years of age, who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and State standards.

### **II. PROCEDURAL SAFEGUARDS**

A child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and a free appropriate public education will be provided to the child.

### **III. MULTIFACTORED EVALUATION**

The District will provide a multifactored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication; tests are used for their validated purposes; children are evaluated in all areas related to their suspected disability; testing is conducted by a multidisciplinary team; testing materials and procedures are not racially or culturally biased; tests are administered by trained personnel qualified in accordance with all federal regulations and state standards; tests are administered in conformance with the instructions provided by the producer, and that medical evaluation, when required as part of the multifactored evaluation, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent or his/her designee, when other no-costs resources are not available.

### **IV. INDIVIDUALIZED EDUCATION PROGRAM**

An individualized education program (IEP) will be developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in a planning conference. Parents of the child shall be strongly encouraged to participate in the planning conference. The IEP shall be reviewed and revised as often as necessary, but at least annually.

### **V. LEAST RESTRICTIVE ENVIRONMENT**

The education of children with disabilities shall occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

#### **VI. CONFIDENTIALITY OF DATA**

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction, and that one official of this school district shall be assigned to the responsibility for protecting the confidentiality of personally identifiable data. This school district follows all federal regulations and state standards related to the confidentiality of data.

#### **VII. DUE PROCESS**

The District will utilize procedures that allow differences of opinion between parent(s) and this school district or between agencies and this school district, to be aired and resolved; and that the procedures shall provide for utilization of case conferences, administrative reviews, impartial due process hearing, and state level appeals and appeals to the courts that involve the district's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. Furthermore, the rights of children with disabilities shall be protected when the parents cannot be identified or located, when the child is a ward of the State, or when the child is without a formally declared legal representative.

#### **VIII. SURROGATE PARENT**

Whenever the parent(s) or guardian(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the State, the child's rights shall be protected through the assignment of an individual (who shall not be an employee of the state education agency, local education agency, or intermediate educational unit involved in the education of the child) who will serve as the child's surrogate parent.

#### **IX. TESTING PROGRAMS**

Students with disabilities shall participate in local and statewide testing programs to the maximum extent appropriate. Individual exceptions shall be determined only during an IEP conference.

X. **REGULATIONS**

The Superintendent shall develop such Regulations as may be necessary to implement this policy. All mandated state and Federal regulations are hereby incorporated by reference in this policy.

Adopted by Board: April 8, 1996

### Gifted Student Identification

To the extent it is financially feasible, the Board encourages efforts to provide services for children who are gifted as an integral part of the total kindergarten through grade 12 program.

#### **Identification**

The district will follow the identification eligibility criteria as specified in O.R.C. 3324.03 and the Ohio Administrative Code.

- I. The district shall identify children of the district, in grades kindergarten through twelve, who may be gifted in one or more of the following areas as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child can be identified as exhibiting:
  - A. Superior Cognitive Ability
  - B. Specific Academic Ability in one or more of the following content areas:
    1. Mathematics
    2. Science
    3. Reading, writing, or a combination of these skills AND/OR
    4. Social Studies
  - C. Creative Thinking Ability AND/OR
  - D. Visual or Performing Arts Ability, such as drawing, painting, sculpting, music, dance OR drama.
- II. The district shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted.
- III. The district shall adopt and submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the district plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:
  - A. The criteria and methods the district uses to screen and select children for further assessment who perform or show potential for performing at high levels of accomplishment in one of the gifted areas.

- B. The sources of assessment data the district uses to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted.
- C. An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district children, including culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom english is a second language.
- D. The process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted.
- E. Provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.
- F. Procedures for the assessment of children who transfer into the district.
- G. At least two opportunities a year for assessment in the case of children requesting assessment or who are recommended for assessment by teachers, parents, or other children.
- H. The district shall accept scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the school district.
- I. Services for Children Who Are Gifted
  - A. The district shall ensure equal opportunity for all children identified as gifted to receive any of all services offered by the district.
  - B. The district shall implement a procedure for withdrawal of children from district services and for reassessment of children.
  - C. The district shall implement a procedure for resolving disputes with regard to identification and placement decisions.
  - D. Any district gifted education services to be provided shall be delivered in accordance with Ohio Revised Code and Ohio Administrative Code.
  - E. The district shall inform parents of the contents of this policy as required by ~~Section 3324.06~~ the Ohio Revised Code AND THE OHIO ADMINISTRATIVE CODE.

**Written Education Plan**

The district provides gifted services shall be based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services. Includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified, and the methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, policies regarding the waiver of assignments, and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom, and a date by which the WEP will be reviewed for possible revision.

**Gifted Education Personnel**

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where differentiated instruction is provided in the regular classroom, the teacher is either licensed in gifted education or has received professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

**Annual Report and Accountability**

The district shall submit, as required, a gifted education annual report to the Ohio Department of Education, with such content as may be prescribed by the Department.

The district shall submit, as required, a gifted education data audit to the Ohio Department of Education.

The Superintendent or designee shall implement all policies and procedures in accordance with laws, rules, and regulations and follows the *Model Policies and Plan for the Identification of Children who are Gifted*, as specified in the Ohio Administrative Code regarding gifted education.

Adopted by Board of Education: 2-14-00

Revised: 11/9/09

### Post-Secondary Enrollment Options

General Provisions: In accordance with provisions of O.R.C. 3365.02, in grades 9-12 may enroll full or part time in a post-secondary institution to take nonsectarian courses for high school and/or college credit. The terms post-secondary institution or college shall be defined as any state-assisted college or university described in O.R.C. 333.041 and any nonprofit institution holding a certificate of authorization pursuant to Chapter 1713 O.R.C. Prior to the first day of March each year, or at such time as may otherwise be provided in law or State rules, information about the post-secondary enrollment options program shall be provided to parents and students of eighth, ninth, tenth and eleventh graders. Such information shall provide at minimum a description of student eligibility and program options, as set forth below in this policy. No later than the thirtieth day of March, or such other date as may be provided in law or State rules, parents or students must inform the Board of a student's intent to participate in the program during the succeeding school year. If a student does not notify of his/her intention to participate by the date provided, that student may not participate unless the Superintendent will grant a waiver.

Counseling Services: Counseling services shall be provided to parents and students in grades eight, nine, ten and eleven before the students participate in this program so that students and parents are fully aware of the possible risks and consequences of such participation. Among other possible subjects, counseling must provide information about 1) eligibility for participation; 2) the process for granting academic credits; 3) financial arrangements for tuition, books, materials, and fees; 4) criteria for any transportation aid; 7) consequences of failing or not completing a course on the student's grade point average; 9) the effect of the student's participation on his/her ability to complete the district's graduation requirements; 10) information about and encouragement to use the counseling services of the college in which the students intends to enroll; 11) the various school credit options available to them under O.R.C. 3365.04, and described below under Enrollment Options; 12) academic and social responsibilities of the students and parents under the program; 13) information confirming the fact that students can take college courses at no cost; and 14) encouragement to all students who have the ability to undertake college work, especially gifted students, to seriously consider the program.

Certification: The student and his/her parent(s) shall sign a form provided in Regulations certifying 1) that they have received the counseling required by Ohio law and this policy; and 2) that they understand the responsibilities they must assume in entering this program.

Enrollment Options: Students may enroll in college courses under either of the following options:

- A. The student may enroll for college credit only; or
- B. The student may enroll for both college and high school credit.

The enrollment option must be selected at the time the student decides to enter the program.

Maximum Years: Ninth graders may enroll in courses to receive credit toward high school graduation for not more than the equivalent of four academic school years; tenth graders for not more than three; juniors may not enroll for more than two (2) academic school years for courses for high school credit; Seniors may not exceed one (1) academic school year. In the event a student enrolls in the program other than at the beginning of the school year, the maximum amount of time shall be reduced accordingly. It is the responsibility of the student to seek, and the college to grant or not grant, acceptance as a student.

Course Credit: If, after graduating from high school, the student enrolls at the college in which he/she took courses pursuant to option A of this policy, O.R.C. 3365.05 provides that said college must grant full credit for such courses which were successfully completed; the student shall be granted credit for high school graduation for such courses only if the student chose high school credit at the time of enrollment. A student who enrolls in college under option B, above, shall be granted full high school credit for any courses successfully completed under that option.

It is the intent of this policy to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college level. Any student admitted to a course by a college should be expected and required to perform at the same level as the college's regular students. This policy does not intend that colleges supplant the role of the high school by offering high school courses in a college setting, or that the high school should cease to provide a college preparatory curriculum. Neither should technical colleges supplant the role of the district in offering high school vocational education courses. Rather, this program is intended to provide an opportunity for qualified students planning to pursue a two- or four-year degree to experience more advanced academic work through enrollment in college courses; such courses should supplement high school academic preparation. Credit for highly specialized content college courses should not substitute for important broader content college prep courses, and the district should not cease to offer advanced level courses.

Full credit toward district graduation requirements shall be granted for college courses which are comparable to those of the district program, when taken under the proper enrollment option. If the course taken is not deemed comparable to one in the district, appropriate high school credit shall be granted in a similar subject area. At the time the student enrolls for a college course, he/she shall provide to the high school a description of the course, along with a statement of the high

school subject area in which he/she desires credit. In each high school, the principal, with input from appropriate subject matter teachers, shall recommend such to the Assistant Superintendent for Instruction, who shall make the decision. If the student disagrees with the decision, he/she may appeal the decision to the Superintendent. Appeals may then go to the Board of Education, and then to the State Board of Education, whose decision shall be considered final, as provided by O.R.C. 3365.05. College courses taken for high school credit shall be converted into Carnegie units by converting 5 semester hours (or 8 quarter hours) of college credit into one Carnegie unit (with proportional equivalencies for more or less hours).

The student's permanent record shall indicate any college courses taken for high school credit, that they were taken under provisions of O.R.C. 3365.02, the name of the college at which the credits were obtained, and the subject and the amount of credit applied. The student shall provide a copy of the college notice of grade given for any course taken for high school credit. If the course is being taken for high school credit, the grade given by the college for the course taken shall be included in the calculation of the student's total grade point average, as though the course were being taken in high school. If grades are not received from a college on a schedule which permits use for purposes of determining eligibility to participate in activities, only high school course grades shall be used for such purposes. When a college course grade is received in time, however, it shall be used as part of the student's grades for these purposes. A student must provide acceptable evidence of the grade issued by the college; where points assigned by the college to letter grades differ from those contained in the district's policy on grades, such points must be converted to the district's scale of point values for letter grades. A college course taken for "Pass/Fail" shall indicate whether passed or failed, but shall not be considered in calculating grade point average.

Transportation Responsibilities: If the district normally provides transportation for a student, and such student enrolls in the program for high school credit only (option B, above), the parent of such student may apply for full or partial reimbursement for the necessary costs of transporting the student between the high school he normally attends and the college in which he is enrolled. Such reimbursement is not made if the student is a full time high school student and shall be made on the basis of need, as defined in the provisions of the National School Lunch Act, and the income eligibility scale for free or reduced-price meals as established annually by the U.S. Department of Agriculture.

Full time shall mean either that the student is 1) enrolled in high school and/or college for no more than the total number of courses which could be taken during the periods available in high school, minus the standard lunch period courses, or is 2) enrolled for not less than 5 nor more than 7 Carnegie units at the high school and/or college.

Financial Obligations: The student is responsible for all fees charged by the college if enrollment option A is selected. If option B is selected, the college shall be reimbursed in accordance with O.R.C. 3365.04, and pursuant Rules of the Ohio Department of Education, from funds normally allocated to the district, provided the student is not also a full-time high school student.

Failure of the student to complete a course for which he/she enrolled under this program, either through the college prescribed "drop" procedures or because of nonattendance shall cause all financial obligations for courses to default to the parent and/or student. An exception shall be made in the event the student is the victim of accident or prolonged illness which might allow any other student to be excused from attendance at high school classes. A student must immediately notify the high school principal in the event he/she drops out of a college course, either voluntarily or involuntarily. Such a student may at the discretion of the building principal be assigned to a class in a comparable or other subject at the high school in which units may be needed for graduation, either immediately or at some appropriate break such as a semester.

Notwithstanding any other provision in law or board policy, high school credit shall be granted to any student for a course successfully completed outside of regular school hours by a student at an accredited post-secondary institution, whether the course is paid for by a parent or is free of charge. If a course so completed is comparable to one offered in the district, comparable credit shall be granted; if there is no comparable course, the student shall receive an appropriate number of credits in a similar subject area.

Adopted by Board: 4/9/90

Revised: 3/23/98

### Community Service Education Program

Pursuant to enabling legislation by the Ohio General Assembly, it is the desire of this Board of Education to establish a Community Service Program as part of its educational program offerings. Community service shall be defined as any service generally designed to provide direct experience with people or project planning, with the goal of improving the quality of life for the community, such as, tutoring, literacy training, neighborhood improvement, interracial/multicultural understanding, promoting, patriotism, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, housing, drug abuse prevention program, and other philanthropic programs. For the purpose of this policy, "community" shall be defined as any community included within the attendance boundaries of the school district.

For this purpose of establishing a community service program, a Community Service Advisory Committee shall be established, with members to be appointed by the Board upon the recommendation of the Superintendent. The committee shall, through the Superintendent, provide recommendations to the Board regarding a community service plan for students in all grades, and shall assist the administration in the implementation of the plan.

The committee shall be composed of at least two students, along with representatives of parents, teachers, administrators, business, nonprofit organizations, social service agencies, and similar groups. At least one committee member must be employed in the field of volunteer management and who devotes at least fifty percent of his/her hours of employment to coordinating volunteerism among community organizations.

The plan recommended by the committee must provide for:

1. Teaching students about the value of community service and its importance in the history of the State and nation;
2. Identification of opportunities for students to provide community service;
3. Encouraging students to provide community service;
4. Integrating community service work into the school curriculum without the establishment of a separate course of study;
5. An instructional program for teachers, including strategies for teaching community service, discovering community service opportunities, and motivating students to participate in community service;
6. Placing emphasis on effective use of skills of students;

7. Ensuring that students do not displace a current employee, nor supplant the hiring of, nor impair any existing employment contract of a person in an organization for which services are performed.

Adopted by Board: 7/13/92

### Uniform Grading Periods and Practices

Continuous evaluation of student progress is essential in efforts to improve the effectiveness of schools; yet, evaluation should not be so frequent as to interfere with the instructional process itself. It is also essential that periodic progress reports be made to parents in a format that is easily understood and in time to permit corrective action to be taken.

It shall be the policy of this district that the grading period shall be nine weeks in length; the exact number of days in each grading period may vary from year to year in accordance with each calendar year. At the end of four and one-half weeks of each grading period, an interim progress report shall be made available to parents in either paper or electronic form through the parent web portal.

Effective with the 2012-13 school year, grading scales shall be uniform across the district, and shall be as follows:

- A = 90 —100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% & BELOW

The figures shown above shall be interpreted to mean percent of correct responses on evaluation instruments used to measure achievement. Further written criteria for determination of a specific grade for those evaluation methods not suitable for this scale shall be provided for in Regulations.

A student may enroll in a course on a pass/fail basis only when said course is not a requirement for graduation. No more than one course each semester may be taken under pass/fail.

Except for Advanced Placement courses, course grade computations shall be made based on assignment of the following point scale:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

Final examinations in grades 6 - 12 shall be weighted in such a way as to ensure that such examinations are a significant factor in grade determination; the total number of points to qualify for any given grade shall be established in Regulations. It is recognized that evaluation is not completely a science; hence, the Regulations shall also provide a procedure for making a decision for passing or failing a student whose grades place him/her on the borderline between passing and failing a course.

Adopted by Board: 8/12/85; Revised 5/14/12

### Weighted Grades

Advanced placement courses shall carry a grade-point system different from that used in other courses. For advanced placement courses, this system shall be used:

A = 5 points  
B = 4 points  
C = 3 points  
D = 2 points  
F = 0 points

The rationale for this difference is that students taking exceptionally difficult courses represented by syllabi that have been audited, normed, and approved by the Collegeboard should not be penalized in applying for college admission and scholarships by receiving lower grades for our most rigorous courses.

Certain other courses, for which specific courses of study have been developed, including honors courses and dual credit courses (i.e., courses which provide both high school and college credit, but taught by district teachers who have adjunct professor status with the college or university providing the credit) shall use the following weighted grade system:

A = 4.5 points  
B = 3.5 points  
C = 2.5 points  
D = 1.5 points  
F = 0.0 points

The rationale for this system of weights is that, in contrast to pseo courses offered at a higher education site through the teachers at that site, the district's own departments approve and audit the rigor of dual credit courses. The rationale for this systems is similar to that of A.P. courses described above, viz., district students ought not to be penalized in applications for college admission and scholarships by achieving lower grades for pursuing more rigorous courses.

This revised policy shall become effective for the 2013-14 school year.

Adopted 1/14/13

### Advanced Placement Course Requirements

Effective for the 2013-14 school year, students who choose to enroll in Advanced Placement (AP) courses offered within the Willoughby-Eastlake City School District will be required to take each respective AP course Exam(s) provided by the CollegeBoard. The rationale for this requirement is that, by scoring at least a “3” on the exam, a student may obtain college credit before attending a college/university; failure to take the exam does not maximize the value of these courses for students.

A single Advanced Placement exam fee will be assessed to each student who registers for an Advanced Placement course per school year. The CollegeBoard currently provides a reduced rate for students who meet federal free/reduced lunch eligibility requirements, which will be assessed to eligible students. To promote student participation in Advanced Placement coursework and in recognition of the fees resulting if a student is enrolled in multiple AP courses, the district will assess only a single AP exam fee for the first Advanced Placement course a student takes in a given school year; additional AP courses may be taken in that same year, without further fees assessed to the student for additional AP course exams. It is the intent of this policy to encourage students to pursue our most rigorous course offerings and to promote the post-secondary future of our students.

Adopted 1/14/13

## Graduation Requirements

### I. Units Required

Students in graduating classes of 2004-2013 must earn 21.5 units of credit in grades 9 through 12, distributed as shown below.

<u>Subject</u>	<u>Units</u>
English -- 9, 10, 11, 12	4
Social Studies	3
(Must include American History & Government)	
Mathematics	3
Science	3
(Must include 1 Biological Science and one Physical Science)	
Health	1/2
Physical Education	1/2
Computer Science	1/2
Total Required Courses:	13 1/2
Electives*	7
Grand Total:	21 1/2

\*(At least one (1) credit must be in business/technology, fine arts, or foreign language.)

For students who enter the ninth grade for the first time on or after July 1, 2010, (graduating class of 2014) the following shall constitute the standard “core curriculum” requirements for graduation:

SUBJECT	UNITS
• English language arts	4
• Health	1/2
• Mathematics	4
(Must include one unit of Algebra II or the equivalent)	
• Physical education	1/2
(EXCEPTION: A student who participates in interscholastic athletics, marching band, or cheerleading for at least two full seasons may substitute a different one-half unit credit class in any subject for the physical education unit.)	
• Computer Science	1/2

• Science 3

Science courses must include inquiry-based laboratory experiences and must include the following courses, or their equivalent:

- Physical sciences, one unit;
- Biology, one unit;
- Advanced study in one or more of the following sciences, one unit:
  - Chemistry, Physics, or other Physical Science;
  - Advanced Biology or other Life or Earth Science.

• Social Studies 3

Must include the following:

- American History, one-half unit;
- American Government, one-half unit.
- Any course which includes the study of economics and financial literacy, as set forth in social studies Academic Content standards
- Any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, or English language arts, mathematics, science, or social studies courses not otherwise required 6
  - (One unit in fine arts required, except for career technical students, who are exempt from the fine art/music requirement.)

Grand Total Required Units 21½

II. Requirements for awards of merit and honors diplomas shall be set forth in regulations published pursuant to this policy.

III. Alternative Graduation Requirements

In place of the core curriculum described above, a diploma may be granted to students who meet the criteria listed below.

- A. The student completes that part of the core curriculum which would be taken during the first two years of high school and the parents/guardians sign a statement which:
  1. Grants consent for the student not to take the remainder of the core curriculum, and
  2. Acknowledges the student may not be able to attend a four-year college upon graduation.
- B. The student and parent/guardian meet any procedural requirements set forth in regulations pursuant to this policy, such as timelines and forms, to ensure they have been informed of the consent process.
- C. The student and parent/guardian develop a career plan for the student.

- D. The school provides counseling and support for the student in the career plan.
- E. The student meets the minimum 21 ½ units of courses as prescribed in law and board policy as of the 2007-08 school year.

#### IV. Testing

With such exceptions as are provided in law, no student who has not passed state mandated tests may receive a diploma of any kind.

#### V. Summer School and Post-Secondary Options

Credit granted in summer school and for PSEO courses are to be applied toward graduation requirements.

#### VI. Correspondence and Online Courses

Credit shall be granted for these courses under conditions as may be provided in regulations.

#### VII. Flexible Credit Options

In addition to other options provided in law for obtaining credit toward graduation requirements, such as mentorships, independent study, and college attendance, in accordance with legislation, students may obtain course credit by demonstrating proficiency in, or mastery of, a subject, through tests or other means as prescribed in regulations pursuant to this policy. Said regulations provide for:

- A. frequent and multiple ways of communicating information to students and the public about credit flexibility procedures;
- B. options for demonstration of subject proficiency;
- C. procedures for determination of equivalency for Carnegie units;
- D. access to online education and/or courses from other districts, which meet criteria established by the district;
- E. no limit to the number of credits which may be obtained through flexible credit options;
- F. both simultaneous and partial credit;
- G. recovery procedures in cases where students do not or cannot complete requirements;
- H. submission of data to the department of education regarding the flexible credit options program.

Adopted by Board: 1/12/98

Revised: 6/30/08; 6/28/10

### Commencement Ceremonies

Participation in graduation exercises is a privilege offered to students who meet state and local criteria. To participate in high school commencement ceremonies, a student must:

1. have acquired the requisite number and distribution of credits established in state law and Board of Education policies;
2. have passed all proficiency tests mandated by the state for receipt of a diploma;
3. not be serving a period of expulsion on the school day immediately preceding the date of graduation;
4. have settled any outstanding financial obligations to the school district, except as may be temporarily waived by the director of secondary education on the principal's recommendation.
5. have returned to the appropriate authority any properties belonging to the district;
6. have participated in graduation practice exercises except as excused by the building principal.

A student who has met all the above requirements, but who has an IEP and who has not, by the time of graduation, met his/her transition goals, may participate in his/her senior class's regular graduation ceremonies, receiving a blank diploma. A normal, signed diploma will be issued to any such student under two circumstances: 1) when his/her transition goals have been met, as determined solely by his/her IEP team; or 2) upon reaching 22 years of age. No student may participate in graduation more than once.

Students must wear the school's cap and gown during commencement exercises as well as shoes, shirt, and trousers for males and shoes, blouse, skirt, or dress for females. During such exercises, students shall not act in such a way as to cause disruption of the commencement proceedings. Further, any student who arrives at such ceremonies under the influence of drugs or alcohol shall be removed from the premises and may not participate in the ceremonies.

Students who do not desire to participate in the graduation ceremonies may request the diploma be sent to them; if this request is made, it may not be withdrawn without prior approval of the building principal.

Foreign exchange students may participate in commencement exercises and receive an honorary diploma.

Adopted by Board: 10/13/97

Revised: 11/9/09

### Summer School

Provided there is sufficient enrollment and income from student fees to justify the program, one or more courses or subjects may be offered in a summer school, in one or more buildings selected by the Superintendent, for the following purposes:

1. To permit students who did not pass a subject during the regular academic year program to take the subject over and obtain full credit therefore;
2. To permit students to take such additional courses as they may need or desire to add to the units they have for graduation;
3. To secure earlier graduation than would normally be the case;
4. To take such remedial work as they may need to pass required competency tests;
5. To permit students to enrich or extend their learning beyond the offerings of the regular program;
6. To permit a child who might otherwise be retained in a grade to improve his/her skills so that promotion could be obtained.

Regulations, to be approved by the Board on an annual basis, shall set forth student fees for summer school work. Said Regulations shall set a higher fee rate for non -resident than for resident students. A student who fails for any reason to complete the course(s) for which he/she enrolls shall not receive a refund of fees, except that a student who withdraws during the first week of class shall be entitled to a full refund, and a student who withdraws during the second week of school shall receive a refund of one -half of the fees. Transportation of summer school students shall be the responsibility of the parents of such students.

For all students taking a course for credit for the first time, the curriculum for summer school shall require the same number of clock hours in attendance per unit of credit as is required during the regular academic year courses, and the provisions of Board policy on the letter/numerical grading scale equivalents shall apply to summer school work.

A student who is taking a summer school course to make up for a failed course is required to attend for two hours per day to receive a unit of credit. No course shall be offered for less than two hours daily attendance.

A student may not be absent from summer school for more than three days and still receive credit for the course(s) for which the student is enrolled; two tardies shall equal one absence, except that a single tardiness of more than thirty minutes shall be considered one absence. The Student Code of Conduct shall apply during summer school.

Adopted by Board: 5/13/91

Promotion, Retention, Graduation

**General Provisions on Retentions**

I. Elementary Grades

A. General Considerations

Multiple factors shall be considered in a decision to retain a student in the elementary grades. While student achievement shall be the prime consideration, intellectual capacity, maturity level, social and emotional development, age, physical size, previous retentions, attendance, learning disabilities, attitude, and motivation are also considerations.

B. Subject Failures

Where grades are given to students in the elementary schools, a student who fails two or more of his/her required academic subjects is to be retained in that grade, unless the teacher(s) and principal follow the same procedures as established herein for the fourth grade reading guarantee, or the third grade reading guarantee, i.e., reviewing the student's work and making a professional determination of his/her likelihood of completing the next grade level. Parents/guardians shall be consulted in this process.

II. Middle Schools

In the middle school grades (6-8), a student who fails two or more major subjects, i.e., English, mathematics, reading, social studies, or science, must be retained in that grade. If such student attends summer school and passes a sufficient number of subjects, he/she shall be promoted to the next grade level. If a student is retained a second time in a grade level, and is unable to pass during summer school, he/she shall be retained again, unless in the judgment of the principal, guidance counselor, and at least one teacher from the grade in which the student may be retained jointly agree that it is in the best interest of the student that he/she be promoted. In the event this group cannot reach a decision by consensus, the principal shall make the final decision. This same procedure shall be followed for any subsequent retentions in the middle school grades.

III. High School

Beginning in March 2005, 10th graders must take and pass the Ohio Graduation Tests in math, reading, writing, citizenship, and science to receive a diploma. The requirements in effect as of January 1, 1999, for 9th graders to pass mandated state proficiency tests to receive a diploma shall continue until

March of 2003. High school students shall not be required to pass any additional competency or proficiency tests, state or local, as a condition of graduation. All other requirements for graduation, as set forth in other Board policy and state law, shall be maintained in effect.

Retentions in high schools do not as such exist, since movement from grade to grade is based on the number of credits taken and passed by students at each grade level.

#### Alternative Diploma Requirements

When the Ohio Graduation Tests become operational, to get a diploma, a student must either pass all such tests and meet district credit requirements, or:

- pass four of the five OGT tests and miss passing the fifth test by no more than 10 points, and
- have had at least a 97 percent attendance rate through all four years of high school and must not have had an expulsion in high school, and
- have at least a grade point average of 2.5 out of a 4.0 in the OGT subject area not passed and have completed the curriculum requirements in that subject area, and
- have participated in an intervention offered by the school and must have had at least a 97 percent attendance rate in a district approved remediation program offered outside the normal school day, and
- obtain letters of recommendation from the teacher in the subject area not yet passed.

#### IV. Absences and Subject Failures

The Board policy on absences and tardiness remains in full force and effect. The application of that policy may result in a student's failure of certain courses and/or grade levels.

#### V. Voluntary Retention

At the elementary and middle schools, a student may be retained in a grade level when, in the judgment of the principal and the student's teacher(s), and concurrence of the student's parents/guardians, retention is deemed in the best interest of the student, regardless of the actual academic performance of the student.

#### VI. Limitations on Retentions

No student in the elementary grades should be retained more than twice in a grade, unless the parents/guardian, principal, and teacher agree it is in the best interest of the child.

## VII. Ex ceptions

In all cases, testing of students in special education programs shall be regulated by the particular state and federal rules in effect at the time, and by specific, related Board policies.

## VIII. Remedial Programs

The educational program is designed to avoid retention through early identification and intervention services.

The classroom teachers in the kindergarten, first, second, and third grade are to annually assess and identify the reading skills of each student who is reading below grade level and in need of reading intervention. The parent or guardian is to be notified of each student whose reading skills are below grade level and intervention services are to be provided to the student.

Reading intervention must include phonics instruction.

Students who are reading below grade level are to be offered remediation services during the summer following third grade.

Intervention services will be offered to students who fail to attain a proficient score on the fourth, sixth, or ninth grade proficiency test, or on the Ohio Graduation Test.

Intervention services will also be offered to students who score below the basic level on the third, fourth, fifth, seventh, or eighth grade achievement test.

Fourth grade students who do not reach the reading proficiency level will also be offered remedial instruction in reading and an opportunity to repeat the reading proficiency test during the summer. Other summer school remediation programs will also be offered in at least one proficiency test subject to students in fourth and sixth grades who do not achieve minimum proficiency levels in three or more proficiency test areas.

All summer programs, remedial or otherwise, are offered at cost and without transportation, and may be conducted at only selected buildings.

Fourth Grade Guarantee: Fourth grade students who receive below basic score on the fourth grade reading proficiency test are provided one of three options:

1. promotion to fifth grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for fifth grade, or, in the event that a decision cannot be rendered, the Director of Elementary Education shall make the final decision.
2. promotion to fifth grade with intervention in that grade or
3. retention in fourth grade.

Effective July 1, 2003, the fourth grade reading guarantee will be replaced with the third grade reading guarantee.

Third Grade Guarantee: Third grade students who receive a below basic score on the third grade reading achievement test are provided one of three options:

1. promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the next grade or, in the event that a decision cannot be rendered, the Director of Elementary Education shall make the final decision;
2. promotion to the next grade with intervention in that grade or
3. retention in the current grade.

The Superintendent is authorized to promulgate such regulations as may be needed in order to carry out this policy.

Adopted by Board: 3/22/99

Revised: 5/20/02

### Third Grade Reading Guarantee

For 2012-2013 school year, third grade students who do not reach the reading proficiency level will also be offered remedial instruction in reading and an opportunity to repeat a reading proficiency test during the summer that has been approved the Ohio Department of Education.

All summer programs, remedial or otherwise, are offered at cost and without transportation, and may be conducted at only selected buildings.

During the 2012-13 school year, third grade students who receive below a proficient score on both administrations of the third grade reading proficiency tests are provided one of three options:

1. Promotion to fourth grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for fourth grade based on another evaluation of reading skills;
2. Promotion to fourth grade with a continuation of intensive intervention services in grade four.
3. Retention in third grade.

For the 2013-2014 school year, third grade students who receive a below proficient score on both of the third grade reading achievement tests are provided one of the following promotion options:

1. *Limited English Proficient students* who have been enrolled in U.S. schools for less than two full school years and have had less than two years of instruction in English as a second language program may be promoted;
2. *Special Education students* whose IEPs exempt them from retention under the third grade guarantee, may also be promoted.
3. *Students who demonstrate reading competency on an alternative reading assessment* approved by the Ohio Department of Education; or
4. Any student who has received *intensive remediation for two years and was previously retained* in Kindergarten through grade three may be promoted.

Students who have been retained in the third grade, but who are proficient in other subject areas, will receive fourth grade instruction in those subjects, while continuing with third grade instruction in reading.

Retained third grade students who receive a proficient reading score on the Fall OAA may be promoted to the fourth grade in all subject areas at the end of summer following, or at the end of the first semester.

The district will observe all other State requirements in the execution of this policy.

Adopted: 9/10/12

### Guidance Program

The district's guidance program shall be defined in a K-12 Guidance Plan which shall be considered an integral part of Board policy and regulations. Such Plan shall contain the district's guidance philosophy, goals, objectives and scope and sequence of guidance services from elementary through high school.

The guidance program of the district shall include efforts to help students develop a sense of purpose and value as members of the community, foster their understanding of themselves, and direct their abilities to manage their own affairs; guidance services shall include testing programs; occupational, career, and higher education assistance and information; study helps; consultation services; and personal developmental guidance as needed.

Adopted by Board: 8/25/86

Emergency School Closing

The Superintendent or his designee shall declare school closed in the event of an emergency and implement a plan of action.

Adopted by Board: 11/17/80

### Early Dismissal

The Board of Education believes that the length of the instructional day for all students is vitally important. It does recognize, however, that an early dismissal is sometimes necessary and in the best interest of students. Early dismissals may occur on a district-wide basis or at an individual building level. The conditions that may necessitate an early dismissal range from a planned activity such as parent/teacher conferences to an emergency that would call for the immediate evacuation of personnel from a single building.

It is the responsibility of the Superintendent or his designee to approve an early dismissal at the district or building level.

Regulations shall be developed to provide for consistent application of early dismissal procedures at each building. These regulations shall cover at least these points:

1. Procedures for ensuring the safety of all students and personnel.
2. Notification of parents when an early dismissal occurs.
3. Notification of appropriate city services (police and fire).
4. Procedures for the safe and orderly dismissal of students following an emergency evacuation that prohibits continued use of the building.
5. Lines of responsibility for all staff members during an early dismissal.

Adopted by Board: 1/9/84

### Drills for Emergency

The Board of Education recognizes the need for, and the benefit derived from, drills that are conducted to safeguard pupils and staff against fire, threats, imminent danger, natural disaster, and hazards.

Each school must have a planned program for teaching the established procedures to the students it serves. Regular drills for rapid, orderly evacuation and/or dismissal are to be a part of such an instructional program. When school is in session, fire drills are to be conducted at least once a month in accordance with Ohio Revised Code Section 3737.29.

Appropriate staff members are to conduct, observe, monitor, and evaluate the program in each building of the school system.

Adopted by Board: 11/17/80

Facilities for Educational Program

The Board of Education of the District believes that the physical facilities impact the quality of the educational program provided to students at all levels. It is the position of the Board that said facilities should advance the philosophy and goals of the School District. To the extent permitted by the financial capabilities of the District, facilities shall:

1. Support the attainment of student learning objectives as set forth in the curriculum and courses of study;
2. Adequately accommodate the enrollment in each building;
3. Advance the District's plan for guidance services;
4. Provide for first aid and space for temporary placement of injured or ill students;
5. Support the work of the certificated staff, including work space, filing facilities, telephone access, and space for private conferences;
6. Along with grounds, be well maintained, free from hazards, and in compliance with fire, health and safety laws and regulations.

Records of school fire and health inspections conducted by local authorities shall be kept.

Adopted by Board: 3/9/87

Security of Buildings and Grounds

Authorization is granted establishing procedures for the control, management, and custody of all school property.

The right to use school property for any lawful purpose is subject to the approval and discretion of a Board of Education.

Legal Reference: 5.36

Drury, Ohio School Guide, 3rd Edition, p. 153

Adopted by Board: 12/11/72

Restitution for Theft/Vandalism

Acts of vandalism committed against any Board property should be reported to a building principal or other responsible Board officer, along with the name(s) of any person(s) believed to be responsible for the damage. The Board may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The district Superintendent or his designee is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. As provided in the Student Code of Conduct, students found guilty of vandalism may be subject to suspension or expulsion.

Parents are liable, up to the maximum prescribed in law, for the willful destruction of property by a minor in their custody or control. If parents are found liable for monetary damages and are unable to make restitution, arrangements may be made with the district Superintendent to permit the parents to perform community service for the schools instead of repayment of damages.

Adopted by Board: 1/25/93

### Maintenance of Plant

It is the intent and desire of the Board of Education to maintain the physical plant(s) of the school district in a proper manner. Maintenance of school buildings to establish a comfortable learning environment is considered an important goal of the Board of Education. It is recognized that the ability to provide proper maintenance is directly related to the financial resources of the school district. It is the intent of the Board of Education to develop a regular schedule of building maintenance within the financial parameters within which such activities must take place.

Further, the Board of Education recognizes that a program of maintenance is best carried out as a preventative measure against major repairs. Therefore, the Board of Education urges its appropriate administrative staff to plan an effective program of preventive maintenance within the financial means available to carry out such a program.

Major emphasis shall be given to the major systems of the building. This includes the heating, plumbing, and lighting systems. Further, a schedule for painting each building shall be developed and maintained, commensurate with the financial resources available.

It is the responsibility of the building principal and his custodial staff to report to the proper administrative staff member any maintenance problem that cannot be normally handled by the building custodial staff.

Consideration for building rehabilitation or replacement will be given when it becomes evident that normal maintenance procedures are no longer effective, and/or the building, because of age, presents a clear danger to the safety and welfare of students, or adversely affects the education program.

Adopted by Board: 11/17/80

Architect Contract

It shall be the policy of this Board of Education to use the standard A1A Document No. B131 as a standard form of agreement between the Board of Education and architect, with the following additions or changes:

The architect shall furnish to the owner, after completion of construction, one set of corrected reproducible translucent working drawings showing major changes which have been made during construction at no extra charge to the owner.

The cost of preliminary design of portions of the building planned for future construction shall not be chargeable to the owner.

At the completion of the architect's services, the architect shall transmit to the owner the approved copies of all shop drawings.

Article five shall be modified to omit the reimbursement to the architect the expense of transportation and living of principals and employees when traveling in connection with the project between the office of the architect and the school district.

The architect shall not be entitled to payment for extra services unless he shall have notified the owner of these potential extra charges for such services prior to the execution of the work, and received the owner's written approval of said charge.

The basic rate shall include all architectural services, including the cost of all reproductions, except that the owner shall pay for all contract documents in excess of twenty-five (25).

Site development work, furniture and equipment, and chalkboards may not be a part of this contract and may be handled separately by the owner.

Adopted by Board: 2/27/61

Amended: 12/11/72

### Transportation

Transportation shall be provided by the Willoughby-Eastlake City School District for resident pupils in grades kindergarten through five at the elementary schools who reside over one mile from the elementary school of assignments.

Transportation shall be provided by the Willoughby-Eastlake City School District for resident pupils in grades six through eight at the middle school who reside over one mile from the middle school of assignment.

Transportation shall be provided by the Willoughby-Eastlake City School District for resident pupils in grades nine through twelve at the high schools and Technical Center who reside over two miles from the high school of assignment.

Elementary pupils eligible for transportation shall not be required to walk more than one-half mile to their assigned bus stop.

A pupil may be transported if required to cross multiple-lane highways or intersections without traffic control devices, if crossing guards are not available or if walking conditions are considered hazardous by the Superintendent and Board of Education.

The following criteria shall be used in determining stops:

1. Visibility of bus driver in both directions on the highway.
2. Suitability of a stop for students standing and waiting.
3. Number of children at the stop.

The Board of Education shall provide transportation to pupils in accordance with the laws of the State of Ohio and the local regulations it may adopt.

Adopted by Board: 8/27/84

Transportation of Non-Public School Pupils

Authorization is granted establishing procedures for transporting private and parochial students in accordance with the Fair Bus Law of the State of Ohio.

Legal Reference: 3327.01

Drury, Ohio School Guide, 2nd edition, p. 268

Baldwin, Ohio School Law, 6th edition, p. 629

As amended by Sub. H.B. 365

Adopted by Board: 7-11-66

### Accident Review Procedure

The following procedure will be followed in determining the action which shall be taken when an employee authorized to operate a vehicle owned or leased by the Board of Education is involved in an accident resulting in personal injury, death, or property damage in excess of \$500.

A written report of all accidents shall be filed by the employee with the Business Manager within 24 hours of the accident, on forms supplied by the Business Manager's Office or during the immediately following workday, unless illness or injury to the employee prevents such, in which case the report shall be filed on the day the employee returns to work. If property damage is involved in the accident, the initial estimate of such damage shall be made by the Business Manager or his/her designee, which designee may be an insurance company or adjuster or vehicle repair shop.

Three persons shall serve on a Review Panel to review the facts and circumstances of the accident. These persons will be:

1. Business Manager (Chair);
2. Assistant Superintendent or designee;
3. An employee of the Board of Education working in the same or similar capacity as the employee having the accident, selected by the employee involved in the accident, except that no such employee may be a relative by blood or marriage to the person being charged.

Except under unusual circumstances, Review Panel hearings shall be held within 30 days of an accident. Unusual circumstances may include lack of information needed to conduct a full investigation of the accident or the absence of the employee due to the employee's illness or severe injury. When a hearing cannot be held within the time limit for the reasons given, such hearing shall be held within 7 days of the receipt of the necessary information by the Business Manager or within 7 days of the employee's return to work. Notice of any hearing shall be sent to the employee involved in the accident at least 3 days in advance of the hearing, but such representative shall not be considered a member of the review panel. under no circumstances shall any review be initiated later than six months after an accident.

It shall be the duty of the Review Panel to:

1. Investigate the accident as needed;

2. Give to the charged employee an opportunity to present evidence in his/her behalf;

3. Make a decision by majority vote as to whether the employee is:

- a. Not at fault;
- b. At fault;
- c. At fault under mitigating circumstances.

The chairperson of the Review Panel shall write and sign the decision of the Panel and shall communicate this decision to the employee within five (5) days of the hearing.

Action which may be taken upon findings by the Panel are shown below.

1. When the Panel finds the employee not at fault, no further action shall be taken.

2. When the Panel finds the employee at fault, the Business Manager shall:

- a. On the first such finding for that employee, issue a written reprimand to the employee, which reprimand shall be placed in the employee's personnel file until such time it is removed under provisions of collective bargaining agreements; the date of such reprimand shall be the same as the date of the accident;
- b. On the second such finding for that employee, recommend to the Superintendent as suspension without pay for one to three days;
- c. On the third such finding for that employee, recommend to the Superintendent the termination of the employee.

3. When the Review Panel finds an employee at fault with mitigating circumstances, a letter of caution and warning shall be sent to the employee by the Business Manager, but shall not be placed in the employee's personnel file; the meaning of the term "mitigating circumstances" shall be determined by the Review Panel based upon the specific facts of each case.

4. In the event that a Review Panel reaches a finding of "At Fault" or "Not at Fault," and a court of competent jurisdiction later reaches an opposite finding, any member of the Review Panel may request a reconsideration hearing.

This policy shall apply equally to full-time, part-time and substitute personnel, and to certificated as well as classified personnel.

In the event the district receives notice that a civil action is being commenced against an employee as a result of an accident covered by this policy, the district

shall deliver a copy of such notice to the employee. However, neither the initiation nor the conclusions of civil litigation related to an accident shall be considered by the Review Panel as being on the findings of the Review Panel.

Adopted by Board: 8/25/86

Operation of Board-Owned and Leased Vehicles

WHEREAS, State law clearly states that a Board of Education owned or leased vehicle may only be used to conduct Board of Education business;

THEREFORE, BE IT RESOLVED that all Board of Education owned or leased vehicles be utilized only for Willoughby-Eastlake School District official business; and

FURTHER, that all vehicle operators of Board of Education owned or leased vehicles shall house their vehicles in the assigned parking compound on Board property as assigned by the Superintendent for approved use at times other than the normal working day; and

FURTHER, that all operators of Board of Education owned or leased vehicles log the odometer reading each Monday morning and report same in writing to the Business Manager, who will in turn forward copies of same to the President of the Board of Education by Tuesday of the same week; and

FURTHER, that all operators of Board of Education owned or leased vehicles notify the Business Manager in writing on Monday of each week where these vehicles have been driven outside the Willoughby-Eastlake City School District. The Business Manager will forward a copy of same to the President of the Board of Education; and

FURTHER, that all operators of Board of Education owned or leased vehicles using a credit card charged to the Board of Education shall log the date, the odometer readings, and the location of the purchase on the vehicle mileage report; and

FURTHER, that all Willoughby-Eastlake City School District owned vehicles will have a Willoughby-Eastlake City School District decal affixed to both front doors.

Adopted by Board: 12/6/82